CHAPTER I

INTRODUCTION
CHAPTER-I

1.0 INTRODUCTION

―Teachers have a great mission to ignite the minds of the young‖

A.P.J. Abdul Kalam

A good teacher is like a candle which it consumes itself to light the way of others. That is why India is marching towards a bright and prosperous tomorrow. Education, therefore, plays the most important role in a country like India. It was Emile Durkheim who first wrote about education as the institution through which values are transmitted, internalised by societal members and citizens of a country. Education ethos and overall Edifice constitutes the very basis of national strength and development.

Education certainly has some of the characteristics of being an art, a science, a skilled trade or craft, and a profession. Education is often referred to as profession; it has not yet achieved status and prestige comparable to that of some of the other more widely recognized profession such as the law, medicine or the ministry. The somewhat slow progress that education has made in developing itself into a fully recognized profession has resulted largely from the great instability of teaching as an occupation.

Education itself is the basic human right and as a tool to make a sensitive about issues and problems. Education is the process to teach people to learn right action and enable them to understand that freedom is not unrestricted. Education translates the meaning of authority and freedom. It teaches how to avoid punishment, to live externally free and inwardly peace full with clear conscience, enriched mind without fear and worry. Education uses culturelization, conditioning, reconditioning, learning, learning techniques to bring people within redline zone to change behavior.

Education, as John Ruskin explained in lovely diction “is not teaching of youth, the shape of letters and the tricks of numbers, and leaving them to turn their arithmetic to roguery and their literature to least. It means, on the contrary, training them into the
perfect exercise and difficult work to be done by kindness by watching, by warming, by perception by praise, but above all, by example.” (Vachaspati Upadhyay, 2007).

India has one of the largest systems of education ranging from early childhood education to higher education. In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in a globalized world. The maintenance of quality of education at school level without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been much revered.

In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teachers, as the teacher is the heart of the school system. The place and importance of teacher in society can never be under estimated. A teacher is a central figure in the formal teaching learning set up. He is a telescope through which people can see the distant tomorrow of the students. He is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, evaluates learning outcomes, and helps pupils to overcome their difficulties and personal problems. He is who sets the standards, bulbs up desirable attitudes and approves or disapproves pupil behavior.

Teachers should be warm and positive in their relationship with children; teacher education gives direction about how one can achieve it. The role of the teacher in our modern and complicated system of education today is indeed a complex and important one. No longer can the teacher become successful by simply knowing his subject well and by directing the learning process and decision making of students equally well.

The Indian Education Commission (1964-66) has rightly remarked in the opening sentence of the report that the destiny of India is now being shaped in his/her class-room. The truth, “No people can raise above the level of its teachers”.

Teacher’s performance is the most crucial input in the field of education. Whatever policies may 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 processes. We are on the threshold of the development of new
technologies likely to revolutionize teaching in classroom. But unfortunately, the process
of updating curricula of teacher education has been very slow. Much of teacher education
is irrelevant even too contemporary requirements, leave alone those of future. The
selection procedures and recruitment system for teachers have also not kept pace with the
needs in terms of either number or of quality. So much is expected of the teacher, yet
teaching has become the last choice in the job market.

To strengthen the training of teachers, District Institutes of Education and
Training (DIET) were proposed to be set up in a phased manner. For improving the
quality of pre-service-teacher training programme for secondary level, the colleges of
education should be strengthened. These institutions should have networking with the
university Department of education, State councils of Educational Research and
Training (SCERT), District Institutes of Education and Training (DIET), and
Regional Colleges of Education of National Council of Educational Research and
Training (NCERT). In order to enhance professional capabilities for training of in-
service Teachers state council of Education Research and Training (SCERT) in states/
Union Territories should be recognized and strengthened, (National Curriculum frame
work for Secondary Education, 1988). Teacher training institutions generally lay
emphasis on the subject matter competencies of the trainees prior to their entry in the
professional course.

In the 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
(including technical education) in February 1983. (Teacher and society Report of
National Commission, 1985) In our pledge to make a knowledge super power 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 one who educates teachers. He/she is responsible to develop new strategies
of teaching skills among prospective teachers. Only fully satisfied teacher educator
imparts good and effective quality education to teacher trainees. Satisfaction towards his/her job is one of the major and probably the important factor in contributing quality education.

1.1 MAJOR RECOMMENDATIONS OF EDUCATION COMMISSION AND COMMITTEES ON TEACHER EDUCATION

Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is 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.

A teacher education is just not a graduate or post graduate or even one armed a doctoral degree aspiring for a job to make his both ends meet. Teaching is service oriented profession which requires a will to sacrifice. It is one of the common professions in our society. It is probably the most inspiring and complete profession for the very fact that unlike artisans and craftsman, a teacher deals with the most sensitive of subject matter, i.e. human child.

Professional training of teachers is a key to quality enhancement of school education. The aim of education of taking the nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize ‘Teacher Education Program’. The training of teachers assumes great significance in the education system. Teacher’s education system is an important vehicle to improve the quality of school education. It is a continuous process. The National Policy on Education, (1986) calls for the substantial improvement in the quality of teacher education. It is well recognized that the overall quality in education depends amongst other things on the quality of teacher and that a sound programme of profession education of teachers is essential.

The Government of India realized the importance of teacher education as a result of which many reforms were brought out particularly after independence. During 1947 - 48 only 511 institutions existed at the secondary stage where as the number is more than
2000 at present. The same way more than 50 lakh teachers and thirty five thousand (35000) teacher educators are working in school and training institutions. *(Annual report of NCTE, 2004-05).*

**The Secondary Education Commission (1952-53)** recommended the adoption of new techniques of evaluation and suggests that more capable and intelligent persons should be attracted to teaching profession.

**Indian Education Commission (1966)** for the professional preparation of teachers, it has been recognized to be crucial for the qualitative improvement of education since the 1960 *(Kothari commission 1964-66).*

In the year 1993 the Government of India constitutes the **National Council of Teacher Education (NCTE)** to act as national advisory body on all matters relating to teacher education and review the progress plan scheme to ensure adequate standards in the field of teacher education. The national council of teacher education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance, regarding curricula and methods. Networking arrangements will be created between institutions of teachers’ education and university Departments of education. In India, as on 31\textsuperscript{st} March 2009, 11861 teacher education institutions were recognized with an intake of having 14405 teacher education courses at different levels like Pre- Primary, Elementary, Bachelor of Elementary Education (B.EI.ED), Bachelor of Education (B.P.ED), Master of Physical Education (M.P.ED) and others. Many institutes are conducting multiple courses having different levels. *(Annual Report, NCTE 2008-09).*

**Sabharwal(2004),** in one of his article “Can teacher education professionalize itself ” mentioned Kwakman’s explanation of year 2003 that all professional learning activities related to teacher and teacher educators can be classified into five categories. These are as under:

1) **Reading:** This is a core activity and includes studying literature related to one’s subject matter as well as teacher education. No teacher can say that one has studied enough to last for the rest of one’s professional life. Teacher or teacher educator, because
of the nature of his calling has to be lifelong learner. Reading activity would also include reading professional journals including research – dedicated journals, studying teaching manuals, policy documents and of course, newspapers with special focus on items on education and teacher education.

2) **Reflecting:** Reflection is considered to be another centre-stage activity for professional development. Reflection enables us to see ourselves, our actions and our circumstances in new ways. It is a tremendous asset in re-examining theoretical bases of our action and re-inventing our practice from time to time. Day to day classroom teaching discussions to analyze students’ performance and to provide feedback to them, assessment of students’ participation and performance in various activities and tutorials, etc. are some of the many occasions to develop and use critical reflection to boost one’s professional development.

3) **Collaborating:** Undertaking joint work like co-ordination, organization and conduct of various activities related to ‘Teacher Education Programme’, preparing lessons, team teaching, working in committees, developing innovative techniques in consultation with others are major examples that promote professional development.

4) **Experimenting:** In order to enable the students to use learner-centered techniques for practice teaching, it is necessary that teacher educators must use learner-centered techniques in their classrooms. This would be experimentation.

5) **Professional activities:** They include informal counseling of students, management related activities, extra-curricular activities, spontaneous and unplanned student – teacher classroom interaction etc. In brief, all non routine activities would fall under this category.

### 1.1.1. WHY PROFESSIONAL TEACHER EDUCATION?

There are quite few reasons why Teacher Education should be transformed into a professional activity:

Teacher education is a component of teaching and if teaching undergoes a change, teacher education should respond to these changes in terms of theoretical development and practice. Both teaching and teacher education have largely overlapping knowledge
bases and since their knowledge is dynamic, a teacher’s and a teacher educator’s knowledge base, unless made up-to-date from time to time, becomes out dated. Like other disciplines, teacher education is expected to new concerns and issues in a professional in a professional rather than a lackadaisical manner.

School education touches the life of maximum people; being a basic input to life with dignity, it makes a qualitative impact on their lives and thus, as affirmed by the 86th amendment of the constitution, school education as a fundamental right can make maximum quality impact on the citizens’ life, if it is managed must become professional; and the challenge resulting from globalization and liberalization of education can be best responded to only if education, in general, and teacher education, in particular, become professionalized and both teachers and Teacher Educators develop a professional mindset.

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. Variety of teacher education 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 programs, teacher educators are, perhaps, the only set of teachers not to fall into any of these. Any preparation they have discharging their roles as teacher educator with practically no perception of what their roles are and a total unpreparedness, they enter teacher education institutions to “educate” school teachers. Teacher Educators are not mere teachers but are entrusted with the responsibility of providing professional education to potential teachers. They need to have not only a clear understanding of the distinctness in the knowledge based on teacher education but also the competence to reach it in appropriate forms to their students.

1.2 EMOTIONAL COMPETENCE

“A learned capability is based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements: self-awareness, motivation, self-regulation,
empathy, and a depth in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities” (Goleman, 1995).

Emotional competence refers to 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. Doing a thing is quite different from doing it well, where one can produce the type of effects one desire, (White, 1995) may be termed as competence. To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motives of life, because we survive through competence, grow through competence and actualize ourselves through competence (Allport, 1961).

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 emotion, iii) ability to function with emotions, iv) ability to cope with problematic emotion, v) encouragement of positive emotional competence.

Marlowet.al. (2001) worked on emotional competence and reported emotional competence as the demonstration of self-efficacy in emotional –eliciting social transactions. They studied a model of emotional competence that explores the factors and skills contributing to the development of a mature emotional response that supports an individual’s social goal. They described the primary contributors to emotional competence including the self or ego identity, moral sense and developmental history. They gave eight skills that constitute emotional competence:

1. Awareness of one’s emotional state.
2. Ability to discern others emotions.
3. Ability to describe emotions.
4. Capacity to empathize with other’s emotional experiences.
5. Ability to realize the difference between inner emotional states and outward expression.


7. Awareness of the role of emotions in the structure of the relationships and

8. The capacity for emotional self-efficacy.

Emotional competent people express emotions appropriate to the situation and their needs and they will not seek to suppress emotions in others. Thus, people who have high emotional competence are socially poised, outgoing and cheerful, not prone in fearfulness or worried ruminations. Emotionally competent persons have a notable capacity for commitment to people or cause for responsibilities and for having an ethical outlook. They are sympathetic and caring in their relationship. Their emotional life is rich. They are self confident; comfortable with themselves, others and the social universe they live in.

1.2.1 EMOTIONS INTELLIGENCE VS. EMOTIONAL COMPETENCE

**Emotional intelligence** is one of the constructs that is proposed to aid in the conceptualization of psychological well-being and the processes involved in psychological well-being (Goleman, 1995).

Emotional intelligence, sense of coherence, satisfaction with life and optimism, also form part of the positive psychology domain that can contribute to overall positiveness and wellness (Seligman and Csikszentmihalyi, 2000). Emotional competence is the ability to adept, affect, emotional, and mood in order to have the option to be effective in a variety of situations.

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in others and us. On the other side, emotional competence is capacity or skills that results from long-term efforts to integrate desperate emotional skills in ways that enable person to manage their emotions appropriately within an organization. We can differentiate both on the following grounds-
First, emotional competence is domain specific. In this regard, we agree with Huy (1999) who insists that emotional capability addresses only emotional issues that are promoted by one specific facet of the organization.

Second, emotional competence is learned and emerges from effortful actions over a longer period of time. Emotional competence is a function of a person’s aspiration within a particular domain (Allport, 1937).

Third, emotional competence does not require emotional intelligence. People with low emotional intelligence might achieve emotional competence within a special domain if experience has taught them the requisite skill (Huy, 1999; Sternberg, 1990; Saarni, 2000).

Fourth, emotional intelligence has often been defined without reference to ethical values or one’s ego identity (e.g. Goleman, 1995; Mayer & Solovey, 1997) while emotional competence involves the management of one’s emotions in a way that is in accord with one’s moral dispositions (Saarni, 1999) as well as social norms (Huy, 1999). The concept of emotional intelligence fails to address this component of human behavior.

The emotional intelligence consists of five dimensions, as given by Goleman (1995). The emotional intelligence capabilities are independent (each contributes to job performance); interdependent (each to some extent on certain others with strong interaction); hierarchical (the emotional intelligence capabilities build upon one another); necessary, but not sufficient (having an emotional intelligence doesn’t guarantee the competence will be demonstrated); generic (different jobs make differing competence demands). There are 25 emotional competencies on the basis of these five dimensions of emotional intelligence.

1.2.2 THE EMOTIONAL COMPETENCE FRAMEWORK

I) Personal competence

1. SELF-AWARENESS

- Emotional Awareness: recognizing one’s emotions and their effect.
• Accurate Self – assessment: knowing one’s strengths and limits.
• Self – confidence: A strong sense of one’s self worth and capabilities.

2. SELF-REGULATION
• Self – control; keeping disruptive emotional and impulses in check.
• Trustworthiness; maintaining standard of honesty and integrity.
• Conscientiousness: Taking responsibility for personal performance.
• Adaptability: Flexibility in handling change.
• Innovation: Being comfortable with novel ideas, approaches and new information.

3. MOTIVATION
• Achievement ıve: Striving to improve or meet a standard of excellence.
• Commitment: Aligning with the goals of the group or organization.
• Initiative: Readiness to act on opportunities.
• Optimism: Persistence in pursuing goals despite obstacles and setbacks.

II) SOCIAL COMPETENCE

4. EMPATHY
• Understanding others: sensing others’ feelings and perspectives, talking an active their concerns.
• Developing others: Sensing others developmental needs and bolstering their abilities.
• Service orientation: Anticipating, recognizing, and meeting customers’ needs.
• Leveraging diversity: Cultivating opportunities through different kinds of people.
• Political awareness: Reading groups’ emotional currents and power relationships.
5. **SOCIAL SKILLS**

- Influence: Wielding effective tactics for persuasion.
- Communication: Listening openly and sending convincing messages.
- Conflict management: Negotiating and resolving disagreements.
- Leading: Inspiring and guiding individuals and groups.
- Change Catalyst: Initiating or managing change.
- Building bonds: Nurturing instrumental relationships.
- Collaboration and cooperation: Working with others toward shared goals.
- Team capabilities: creating groups synergy in pursuing collective goals.

The competencies:

A). **PERSONAL COMPETENCE**

1. **SELF-AWARENESS**

   1. Emotional Awareness – people with this competence:
      - Know which emotions they are feeling and why
      - Realize the links between their feelings and what they think and say
      - Recognize how their feelings affect their performance
      - Have a guiding awareness of their values and goals

   2. Accurate Self-Assessment—People with this competence:
      - Are aware of their strengths and weaknesses
      - Reflective, learning from experience
      - Open to candid feedback, new perspectives, continuous learning, and self-development
      - Able to show a sense of humor and perspective about themselves.

   3. Self Confidence—People with this competence:
      - Present themselves with self-assurance; have “presence”
• Can voice views that are unpopular and go out on a limb for what is right
• Are decisive, able to make sound decisions despite uncertainties and pressure.

2. SELF-REGULATION
1. Self–control –people with this competence:
   • Manage their impulsive feelings and distressing emotions well
   • Stay composed, positive and unflappable even in trying moments
   • Think clearly and stay focused under pressure

2. Trustworthiness and conscientiousness –People with this competence:
   • Trustworthiness –act ethically and are above reproach
   • Build trust through their reliability and authenticity
   • Admit their own mistakes and confront unethical actions in others
   • Take tough, principled stands even if they are unpopular
   • Conscientiousness—Meet commitments and keep promises,
   • Hold themselves accountable for meeting their objectives
   • Are organized and careful in their work.

3. Innovation and Adaptability—People with this competence:
   • Innovation seek out fresh ideas from a wide variety of sources
   • Entertain original solutions to problems
   • Generate new ideas
   • Take fresh perspectives and risks in their thinking.

4. Adaptability- Smoothly handle multiple demands, shifting priorities and rapid Change
   • Adapt their responses and tactics to fit fluids circumstances
   • Are flexible in how they see events

3. MOTIVATION
1. Achievementive – People with this competence: 
• Are results–oriented, with a high drive to meet their objectives and standards
• Set challenging goals and take calculated risks
• Pursue information to reduce uncertainty and find ways to do things better
• Learn how to improve their performance

2. Commitment—people with this competence:
• Readily make sacrifices to meet a large organizational goal
• Find a sense of purpose in the larger mission
• Use the group’s core values in making decisions and clarifying choices
• Actively seek out opportunities to fulfill the group’s mission

3. Initiative and Optimism—People with this competence:
• Initiative: Are ready to seize opportunities
• Pursue goals beyond what’s required or expected of them
• Cut through red tape and bend the rules when necessary to get the job done
• Mobilize others through unusual, enterprising efforts
• Optimism: Persist in seeking goals despite obstacles and setbacks
• Operate from hope of success rather than fear of failure
• See setbacks as due to manageable circumstance rather than personal flaw

B). SOCIAL COMPETENCE

1. **Empathy**

   1. Understanding others—People with this competence:
   • Are attentive to emotional cues and listen well
   • Show sensitivity and understand others’ perspectives
   • Help out based on understanding other people’s needs and feelings

   2. Developing Other—People with this competence:
   • Acknowledge and reward people’s strengths and accomplishments
• Offer useful feedback and identify people’s needs for further growth
• Mentor, give timely coaching, and offer assignments that challenge and foster a person’s skills

3. Service Orientation—People with this competence:
• Understand customers/clients’ needs and make them to services of products
• Seek ways to increase customers’ satisfaction and loyalty
• Gladly offer appropriate assistance
• Grasp a customer’s perspective, acting as a trusted advisor

4. Leveraging Diversity – People with this competence:
• Respect and relate well to people from varied backgrounds
• Understand diverse worldviews and be sensitive to group differences
• See diversity as an opportunity, creating an environment where diverse people can thrive
• Challenge bias and intolerance

5. Political awareness – People with this competence:
• Accurately read key power relationships
• Detect crucial social networks
• Understands the forces that shape views and actions of clients, customers, or competitors
• Accurately read organization and external realities

2. SOCIAL SKILLS

1. Influence—People with this competence:
• Are skilled at winning people over
• Fine-tune presentations to appeal to the listener
• Use complex strategies like indirect influence to build consensus and support
• Orchestrate amatic events to effectively make a point

2. Communication – People with this competence
• Are effective in give-and-take, registering, and welcome sharing of information fully.
• Foster open communication and stay receptive to bad news as well as good

3. Conflict Management – People with this competence:
• Handle difficult people and tense situations with diplomacy and tact
• Spot potential conflict, bring disagreements into the open and help to de-escalate
• Encourage debate and open discussion
• Orchestrate win-win solutions

4. Leadership—People with this competence:
• Articulate and arouse enthusiasm for a shared vision and mission
• Step forward to lead as needed, regardless of position
• Guide the performance of others while holding them accountable
• Lead by example

5. Change Catalyst --People with this competence:
• Recognize the need to change and remove barriers.
• Challenge the status quo to acknowledge the for change
• Champion the change and enlist other in its pursuit
• Model the change expected of others

6. Building Bonds – People with this competence:
• Cultivate and maintain extensive informal networks
• Seek out relationships that is mutually beneficial
• Build rapport and keep others in the loop
• Make and maintain personal friendship among work associates

7. Collaboration and Cooperation—People with this competence:
• Balance a focus on task with attention to relationships
• Collaborate, sharing plans, information and resources
• Promote a friendly, cooperative climate
• Spot and nurture opportunities for collaboration

8. Team capabilities – People with this competence:
• Model team qualities like respect, helpfulness, and cooperation
• Aw all members into active and enthusiastic participation
• Build team identity, esprit de corps, and commitment
• Protect the group and its reputation, share credit.

According to Patricia Jennings and Mark Greenberg, (2009) leading scientists in the field of emotional learning, teachers who possess emotional competence (EC) are less likely to experience burnout because they are able to work more effectively with challenging student – one of the main cause of burnout: For example, instead of quickly resorting to punishments, teacher with EC recognize their students’ emotions and have insight into what’s causing them, which then helps teachers respond with compassionate understanding when a student is acting out and re-direct the student behaviors appropriately. If, for instance, a teacher knows that a student is acting out because of problems at home, that teacher may be more likely to treat the students with kindness. This sort of response promotes caring and supportive relationships between teachers and students - a key to reducing both student behaviors problems, possibly by as much as 30 percent, and teacher emotional exhaustion.

Education with EC also creates warm and safe classroom climates, fostered by strong classroom management skills. In these kind of classrooms, the teacher and students practice respectful communication and problem – solving; transitions from one activity to another run smoothly; and lessons are designed to encourage student engagement and love-of-learning – all of which promote academic achievement and create a positive feedback loop for teachers, sustaining their passion for teaching.

So, a teacher is a mechanism to bring about a positive social behavioral change in the students by presenting before them a model behavior and competence in emotions in his/her day to a day teaching and dealing with the students. The teachers can be the most
powerful force in shaping an emotionally intelligent behavior and teaching how to control anger, resolve a teacher needs to act in an emotionally competent manner so that the students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizen of the nation. Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally competent teacher who can sense the slightest changes in the classroom and can manœuvre the teaching strategies accordingly. An emotionally competent teacher is the heart and soul of a successful educational program. Thus, in order to identify and develop such characteristics in the teacher educators, there is a need to assess the emotional competence of the teacher educators.

1.3 SELF-CONFIDENCE

Confidence means a state of mind or a manner marked by easy coolness and freedom from uncertainty, diffidence, or embarrassment. Confidence stresses faith in oneself and one’s powers without any suggestion of conceit or arrogance, the confidence that comes from long experience, assurance carries a strong implication of certainty and may suggest arrogance or lack of objectivity in assessing one’s own under stress that reflects perfect self-control and command of one’s powers, answers the insolent question with complete self-possession. (www.marriam-webster.com/dictionary/confidence).

The term self – confidence is used to mean what Albert Bandura (1992), a leading research psychologist, has called self-efficacy expectations. It has been the object of study in the field of psychology and led to many important findings. Generally, it is a good predicator of how well people will perform on all sorts of tasks. High self-confidence also increases people motivation and persistence.

Self-confidence is an attitude that is characterized by a positive belief that individual can take control of his/her life and of his/her plans. It is a belief of Individual ability. Confidence is the state of being certain that a chosen course of action is the most effective in the given circumstances.

Although self-confidence is primary situational, it may generalize across many situations. For example, suppose the student was good not only in mathematics, but in
almost all academic subjects. He would probably develop self-confidence in general. Similarly, if a student performed poorly in mathematics, social situation, sports and most areas of his life, then he would probably develop a low level of self-confidence in general. So it is also essential to study the self confidence level of the teacher educator.

Self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go right (Basavanna, 1975).

According to (Leib Lazarow, 2010) Self – confidence is the expected probability that a person will achieve a goal in a certain situations. For example, if a student estimates that his probability of achieving an — All on a calculus exam is 90%, we would conclude that the student had high self – confidence in his ability to do a calculus exam. If he had estimated 10%, then we would say he had low self-confidence about his ability to do well on the exam, Self-confidence is situational- not absolute. It is important to remember that self-confidence is always relative to the task situation. We have different levels of confidence in different situations. For example, a student might be confident in Mathematics but lack confidence in English. He may also lack confidence in meeting people. He may estimate that his probability of success when he meets someone is only 10% (relative to a goal of making a new friend). Confidence is relative to the prescribed situation, task and expectation.

Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence in oneself. Arrogance is having unmerited confidence-believing something or someone is capable or correct when they are not. Overconfidence or presumptuousness is excessive belief in someone (or something) succeeding without any regard for failure. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather than because of an innate ability.

Self-confidence does not necessarily imply “self-belief” or a belief in one’s ability to succeed. For instance, one may be inept at a particular sports or activity, but remain “confident” in one’s demeanor, simply because one does not place a great deal of
emphasis on the outcome of the activity. When one does not dwell on negative consequences, one can be more “self-confident” because one is worrying far less about failure or the disapproval of others following potential failure. One is then more likely to focus on the actual situation which means that enjoyment and success in that situation is also more probable. Belief in one’s abilities to perform an activity comes through successful experience and may add to, or consolidate, a general sense of self-confidence. Studies have also found a link between high levels of confidence and wages. Seemingly, those who self-report they were confident earlier in schooling earned better wages and were promoted more quickly over the life course. (―Lifelong confidence rewarded in bigger pay packets‖, The Australian Financial Review, 28th November, 2012.)

It is suggested that the confidence bias can be explained by a noisy conversion of objectives evidence (observation) into subjective estimates (judgment), whereas noise is defined as the mixing of memories during the storing (observing/learning) and retrieval process (remembering/judgment). Martin Hilbert (2012) “Toward a synthesis of cognitive biases: How noisy information processing can bias human decision making”. Psychological Bulletin, 138(2), 211-237. The information-theoretic logic behind this explanation is very similar to the mechanism that can also lead to the conservatism bias, and holds that we mix true and false evidence during storage and retrieval of evidence to and from our memories. The confidence bias results because as judges we “look inside our own memory” (evaluate our confidence) and find evidence that is more extreme than when we retrieve evidence for our judgments (which are conservative due to mixing of extreme values during retrieval). This explanation is very simple and straightforward, but nevertheless sufficient mechanism to generate both, overconfidence (in situations where judges are very sure) and under confidence (in case when judges openly state to lack the required knowledge).

Self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009; Brown, 1994). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are: (1) personal experiences; successful experiences increase the development high self-confidence, while
the experiences of failure have the opposite effect,(2) social messages received from others. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence (Glenda & Anstey, 1990; Pierce et al., 1989; Brockner, 1998; Bandura, 1982). Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it (Huit, 2004 & Khodadad, 2003, cited in Hayti 2008.; Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance (Rubio, 2007).

Raised self-esteem and confidence is also linked to achievement. Eled et al. (2004) reported that development of confidence seems to be one of the keys to the successful development of literacy, language and numeracy skills through the skills for Life Strategy, links into the skills strategy, Realizing Potential; Skills for the 21st Century could also be made, where targets are set to encourage people with few or no qualifications to achieve higher qualification.

Branden (1969) believed it was about both and defined self-esteem as Confidence in our ability to think, confidence in our ability to cope with the basic challenges of life and Confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values. He calls these two components ‘self-efficacy’ and ‘self-respect’. Adding to this Branden also believed that there was a connection between the two components and that in our actions and behavior (self-efficacy) affected our feelings about ourselves (self-respect), which in turn affects our behavior and actions. In short, if you feel you are worthy and valued people you are more likely to act accordingly by joining in, undertaking new tasks and so on and that by doing so you will increase your sense of your own worth and value.
Alexander (2001) separated out self-esteem into a number of elements or dimensions. There are unconditional self-acceptance-knowing and accepting who you are, your positive attributes as well as your weaknesses; sense of capability or efficacy-knowing what you are capable of as well as what as what you find difficult; sense of purpose-having a goal or direction in life, and taking action to achieve that goal; appropriate assertiveness- feeling able to ask and take action to get what you want in life; experience of flow and fulfillment- a sense of satisfaction and pleasure in what you are doing, being absorbed in task; sense of responsibility and accountability- knowing how far you are responsible for your situations and actions; sense of safety and security – a feelings of trust in yourself and others, feelings comfortable and at ease in your surroundings; sense of belonging- feeling part of something, feeling included ; and sense of integrity-living your life according to your values, acting and behaving as you think right.

Alexander believed that an imbalance in any of these elements could result in difficulties in maintaining positive self-esteem. For example, if a person maintained their self-esteem levels because their jobs gave them a sense of purpose and sense of belonging, being made redundant could adversely affect their self esteem. In this way, Alexander stated that separating out self-esteem into these elements allows us to develop a more differentiating approach to understanding low self-esteem. Equally, it also perhaps helps us to see how adult learning can have such a positive impact on an individual’s self-esteem, particularly with regard to sense of capability or efficacy, sense of purpose, experience of flow or fulfillment, sense of responsibility and accountability and sense of belonging. However, we also know that while everyone has self-esteem, some peoples have higher levels while other people have lower levels. We also know that self-esteem levels can fluctuate over time.

Murk (1999) sees self-esteem as a development phenomenon. Childhood experiences and upbringing form the basis on which our self-esteem is built, but experiences in adulthood and how we deal with them also affect our self esteem levels. The demands of life are not constant, so self-esteem levels will fluctuate depending on what is happening in a person’s life and how we are able to deal with them. Redundancy,
bereavement, illness, studying, gaining a qualification, parenthood, poverty being a victim of crime, divorce, promotion at work will all have an impact on our self-esteem levels. Dealing with those events will be affected by internal factors such as self-esteem levels at that time, and also external factors such as strong family and social networks, money, emotional support, access to facilities, transport and other everyday resources that are often taken for granted. Without resources we may struggle to deal with the challenges of life and it may erode self esteem. Equally these challenges may lead to a period of growth and development that can have a positive effect on self-esteem. Self-esteem levels go up and down and can change over time. We also know that people will behave differently in different situation, and it is in this context that we tend to talk about confidence.

Definitions about confidence are limited but generally relate to an individual’s beliefs about their abilities and attributes with regard to specific aspects of themselves or in specific situations, referred to as ‘situational confidence’ (Eled, 2002). For example, a person may generally have a positive level of self-esteem but have no confidence when speaking in front of a large audience.

Norman and Hyland (2003) suggest that there are three elements to confidence ‘cognitive’-a person’s knowledge of his abilities; ‘performance’- his ability to do something; and ‘emotional’ – feeling comfortable about the former two aspects. Developing confidence needs to accommodate each aspect. Adult learning can help a person develop situational confidence, but research (Schuler et al., 2002) has also shown that gains in situational confidence through adult learning can be transferable to other areas of a person’s life, therefore influencing their overall levels of confidence. Confidence and self-esteem are complex concepts and while they are related they are not exactly the same, despite the terms being used interchangeably. While there is no overall consensus as to the exact nature of confidence and self-esteem there are recurring features.

According to Manisha Goel and Preeti Aggarwal (2012) Self Confidence is one of the personality trait which is a composite of a person’s thoughts and feelings, strivings
and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. Self Confidence is a positive attitude of oneself towards one’s self-concept. It is an attribute of perceived self. Self confidence refers to a person’s perceived ability to tackle situations successfully without learning on others and to have a positive self-evaluation. A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. So the concept of Self Confidence enjoys important position in the theories of human behavior and personality and is regarded as a basic condition of human existence in modern day world by many thinkers.

1.4 ADJUSTMENT

Adjustment is a vital problem of the modern world. The present century is characterized by psychological disorder and disturbed interpersonal relations. Human adjustment is a complex process. The making of desirable adjustments to the various demands of life is influenced by the different inherited characteristics and varying environmental conditions and situations to which an individual is exposed. The achievement of desirable life adjustment depends upon the recognition of the significance of inherited potential and environmental conditions as these affect his/her way of life. Adjustment is a kind of interaction between the individual and his/her environment for the sake of bringing harmony between them.

Adjustment is a dynamic and continuous life long process. A well-adjusted person manifests certain behavioral characteristics; he/she has the capacity to conform to the norms of the society. He/she expresses confidence in him and in others. He/she shows strong sense of security and responsibility. He/she ably satisfies his emotional needs as well as of others. He/she has well defined goals in his/her life and set of values. He/she is well adapted to reality and time.

Adjustment is a continuous process that tends to bring out more or less changing attitude throughout the individual’s life. Some adjustment connotes happiness and
freedom from personal problems, while for others; it means unhappy conformity to group demands and expectations.

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 enters 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 adaptations to physical world (Lazarus, 1961).

The psychological meaning of adjustment can be discussed in terms of needs. Internally these needs have to do with homeostasis and externally there is the need of avoiding pain and other negative influences. These needs may be satisfied by interaction with environment.

The term adjustment has been defined differently by different thinkers in their own respective ways.

According to Warren (1934) “Adjustment relates to any operation an organism becomes more favorably related to the environment and the entire outrun environment and internal”.

According to James ever (1952) “Adjustment means the modification or compensation to meet special conditions”.

According to Crow and Crow (1956), “An individual in wholesome or to the extent he has established relationship between himself and the conditions, situation and persons who compose his physical and social environment”.

Carter V Good (1959) viewed “Adjustment is the process of finding and adopting modes of behavior suitable to the environment or change in the environment.”

Coleman (1960) suggested three criteria for effective adjustment: (i) the behavior of the individual meets the objective requirements of the situation; (ii) an individual’s
behavior satisfies his overall needs and (iii) the behavior of the individual is compatible with the welfare of the group.

Mathews (1960) asserted that a successful adjustment consists of man’s freedom “to join his fellow man in a loving, creative and productive way”.

According to Shaffer (1961) “Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these need.”

Haas (1965) defines adjustment as “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.

Boring (1966) viewed adjustment “as a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of needs”.

According to Lazarus (1976) “Adjustment consists of psychological process by means of which the individual manages to cope with various demands and pressures of life.”

Symonds (1978) stated that “the psychological meaning of adjustment process consists of the efforts of an organism to overcome frustration in achieving satisfaction of a need”. Adjustment is the establishment of a satisfactory relationship, a representing harmony, conformance and adaptation etc.

Thus adjustment is a process by which the individual responds to certain aspects of life. A well-adjusted person feels secure in his understanding of ability to bring his inter-relation with those attitudes that are conductive to effective living. Adjustment and all its meanings imply a satisfactory adaptation to the demands of day-to-day life. It is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his ways of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment. In addition to his own basic needs, an individual is also subjected to certain demands of society. If he
thinks only in terms of satisfying his own needs without thought of the norms, ethics and
cultural patrons of society, he will not be adjusted to his environment. Adjustment does
not cater only to one’s own demands but also to the demands of society. It may therefore,
be stated that in its comprehensive connotation, adjustment is a condition or state in
which the individual’s behavior conforms to the demands of the culture or society in
which he belongs and he feels that his own needs have been, or will be fulfilled. A well
adjusted person is one whose responses are mature, efficient, satisfying and healthy. In
contrast, an emotionally disturbed person is inefficient in completing the tasks that a well-
adjusted person will complete within its proper stipulated time. The term healthy implies
that the response is wholesome, i.e. best suited to man’s nature, to his relations with
others and to his responsibilities. Wholesome is an important characteristic feature of a
good adjustment. Adjustment is relative in character since there are no such things as a
perfectly adjusted person. It must be evaluated in terms of a person’s capacity to change
and to cope with demands that are encountered and these capacities vary with personality
and with the level of development. Anderson stated that “Good adjustment cannot be
defined once and for all in any simple fashion. It must be defined in
terms of meeting the
problem appropriate to the level of development and good adjustment. He also viewed in
this way that growing up is a process of meeting stresses, strains and thus building the
capacity to meet the problems”. Adjustment is relative also because it varies to some
extent with social and cultural norms and because of individual variations in behaviour.
Even well-adjusted person sometimes finds himself with problems beyond the scope of
his adjustment capabilities. In this way a good adjustment is not necessarily pervasive.

A well-adjusted person is supposed to possess the following characteristics such as:

1. Awareness of his own strengths and limitations: A well adjusted person is having
complete awareness regarding his own strength and weaknesses. He tries to make
capital out of his asset in some in others.

2. Respecting him and others: the dislike for one-self is a typical symptom of
maladjustment. A well adjustment individual has respect for himself.
3. An adequate level of aspiration: a well adjustment person is having an adequate level of aspiration. He is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

4. Satisfaction of basic needs: his basic, organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.

5. Absence of a critical or fault finding attitude; he appreciates the goodness in objects, persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good quality and wins their affection.

6. Flexibility in behavior: he is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to change the circumstance by making necessary changes in his behavior. He has the capacity to deal with adverse circumstances. He is not easily overwhelmed by adverse circumstances and has the will and courage to resist and fight odds. He has an inherent ive to master his environment, rather than to passively accept it.

7. A realistic perception of the world: He holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically. He has a complete awareness about his surroundings.

8. A well – adjusted individual feels satisfied with his surroundings: He has maximum adjustment with their own family members, school friends or intimates, neighborhood and others. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.

9. Balanced philosophy of life: A well – adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered around the demands of his society, culture, and his own self so; he does not clash with his environment or with him.
1.4.1 MODELS OF ADJUSTMENT

Why do some people adjust to their environment and other do not? What are the factors that make an individual adjusted or maladjusted? There are several theories and models which describe the pattern of adjustment for answering such questions. These important models are mentioned below in detail:

1. The moral model: This model represents the oldest view-point about adjustment or maladjustment. According to this view, adjustment or maladjustment should be judged in terms of morality norms of expected behavior. Those who do not follow the norms are maladjusted (sinners). Evil supernatural forces like demons, devils etc, were blamed for making one indulge in behavior against the norms (committing sins) while the religious gods, goddess and other saintly great souls were responsible for making one a happy, healthy, prosperous science advanced with passage of time and at the same time scientific reasoning gained a firm footing in the nineteenth century. The moral modal was replaced by the medico- biological model.

2. Medico- Biological Model: This model holds that genetic, physiological and biochemical factors are responsible for a person being adjusted or maladjusted to his self and his environment. According to this model maladjustment is the result of disease in the tissues of the body especially in the brain. Such disease can be the result of heredity or damage acquired during the course of a person’s life by injury, infection or hormonal disruption arising from stress among other things. This model is still an exisstance and enjoys credibility for rooting out the causes of adjustment failure in terms of genetic influences, biochemical defect hypotheses and disease in the tissues of the body. However, it is not correct to assign physiological or organic causes to all maladapted and malfunctioning behavior especially when there is no evidence of physiological malfunction such a situation.

3. The psychoanalytic model: this model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by other neo-Freudian psychologists known as Adler and Jung. Freud viewed the human psyche (mind) consists of three layers such as: the conscious, the sub-conscious and the unconscious.
The unconscious hold the key to our behavior. It decides the individual adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desired, feeling, ives and motives many of which are related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control. According to Freud, man is a pleasure seeking animal by nature. He wants to seek pleasure and avoids pain or anything which is not in keeping with his pleasure loving nature, the social restrictions imposed by the members of society and his own moral standards dictated by his superego come in conflict with the undesignated and unbridled desire of his basic pleasure seeking nature. These pleasures are mostly sexual in nature. One remains adjusted to the extent that these are satisfied. An individual fits toward malfunctioning of behavior the imaginary concepts of, id”, ego “and,, superego” for the adjective and non-adjective behavior patterns and formulated the following conclusion:

A person’s behavior remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil desires of his id and the moral ethical standard dictated by his superego. In case the ego is not enough to exercise proper casual over one’s id and superego, malfunction of behavior would result. Two different situations could then arise: (i) if the superego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses and appetites of the id. Such a situation may give birth to neurotic tendencies in the individual and (ii) if the id dominates then the individual pursues his unbridled pleasure seeking impulses, without care for the social and moral norms. In such a situation the individual may be seen to be engaged in unlawful or immoral activities resulting in maladaptive or delinquent behavior. Freud also uses the concept of libido, i.e. a flow of energy related to sex gratification. He equates it with a flowing river and maintains that if its flow is outward causing sex gratification and pleasurable sensation from outside objects, the individual remains quite normal and adjusted to his self and the environment.
1.4.2 TEACHERS’ ADJUSTMENT AND PROBLEM

Teacher is a role model in the life of a nation. For many reasons, he has a unique place in the society. He is very intimately involved in the lives of people of the community so as to improve their economic, political, social and cultural life. No other person than a teacher is so intimately involved in this task. Therefore, the adjustment or maladjustment of a teacher costs more depending effect on the community and the nation than any other member of any other profession. Behavioral adjustment problems in schools have lately become a significant concern for teachers, parents, psychologists and society. In general, due to the negative consequences, these behaviors have for the teaching- learning process, the psychological adjustment of aggressors and victims as well as quality of social interactions in educational settings. A satisfactory adjustment is essential in the job of a teacher. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems. The advancement in the field of education is possible and depends upon the degree of adjustment and satisfaction of those people who are in the field of education and promote the cause of education. Higher level of adjustment problems in schools are becoming matters of increasing concern among professionals of education and psychology side by side.

Blair et al. (1962) are of much firmed opinion that “well- adjusted teachers are playing very significant role in connection with classroom discipline, growth of the organization and culture of the school itself”. The quality of work life of a teacher is affected favorably when he/she is well adjusted. On the other hand maladjustment results in mental tension and unrest. It is reflected in teacher missing his class, misbehaving with the students and their parents, with their colleagues, affairs shirking from duties, complaining about the work condition, work-load and misleading the students and spoiling their future. His work suffers qualitatively and quantitatively both. Thus, it is quite clear that the friendly, enthusiastic, secure and well adjusted teacher contributes much to the well-being of his pupils. The irritable, depressed, hostile, tired and neurotic teacher may create tensions which may disturb pupils and may leave permanent adverse effect on the outlook and demanding effect on life.
1.4.3. FACTORS AFFECTING ADJUSTMENT/ MALADJUSTMENT OF THE TEACHERS

Basically a teacher is also a human being and thus, faces many problems. Like other members of the society he has to be adjusted to a considerable extent in relation to his different needs such as physical, social and emotional. When there are various needs competing with each other, there is conflict and when he is not able to satisfy his need he may become frustrated, inhibited and unbalanced and may feel defeated and discouraged. A teacher like other individual must be reasonably satisfied with himself and with his environment.

The roles played by environmental factors are somewhat different in case of the teachers. The adjustment problems and difficulties faced by the teachers are not the same as that of other individuals. Shaffer (1961) says “In addition to the more general causes of maladjustment, the teaching profession provides some special situations that make it hard for a teacher to remain well-balanced”. The status of any school is largely determined by the effective teaching or the way the teacher works. It is the teacher who provides inspiration, direction and the meaning of all the activities of the school. If the teacher does not perform his/her duty conscientiously or work effectively then the whole school climate or status would collapse. Hence the place of teacher in the school system is of paramount important. In our country, the teacher in the school neither gets good salary nor has sufficient power. Thus, teachers, adjustment in their respective school is an important independent variable in this regard.

1.5 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).

Satisfaction with life in adults has been associated with health (Willits & Crider 1988). Social interaction (Gibson, 1986), Personality (Costa, McCrae & Nonis, 1981;
Heady & Wearing, 1989; McCare & Costa, 1991), Religion (Koeing, Kvale &: Ferrell, 1988), income and social class (Georage, 1990), and ethnicity (Markides & Mindel, 1987).

Life satisfaction is considered to be a central aspect of human welfare. It is the ultimate goal and human beings strive 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 (Webster’s dictionary, 1996). It is generally referred to as an assessment of the overall conditions of existence as derived from a comparison of one’s aspirations to one’s actual achievements. It can also be defined as having a favorable attitude toward life. Life satisfaction is adaptive as well as coping ability of the elderly.

Diener et al. (1999) have demonstrated that life satisfaction is a desire to change one life, satisfaction with past, satisfaction with future, and views of one’s life. Life satisfaction for Summer (1996) is a positive evaluation of the conditions of your life, a judgment that, at least on balance, It measures up favorable against your standards or expectations.

There are two approaches to the study of life satisfaction. One is focused on the overt behavior using social criteria of success, or competence, and second is an individual’s own interpretation and evaluation of his/her present and past life (Neugarten et al., 1961).

There are two types of satisfaction, whole or global life satisfaction and life domain satisfaction (Argyle, 2001; Salvatore & Munoz, 2001). Life domain satisfaction refers to satisfaction within specific areas of an individual’s life such as marriage, education, job, income, etc., whereas global life satisfaction is a broad concept which includes one’s judgment of life as a whole. People rely on domain satisfaction when they evaluate their whole life events (Schwarz & Strack, 1991).

A feeling of satisfaction with life is an important factor for a general sense of well-being (Neugarten, 1982). Life satisfaction often refers to the attitude that individuals have about their past, present as well as future in relation to their
psychological well-being (Chandha & Willigen, 1995). Furthermore, life satisfaction is a situation or a consequence obtained through comparing someone’s expectations (whatever desired) with possessions (whatever gained). When life satisfaction is addressed, generally a satisfaction related to whole life experience is understood, rather than the satisfaction pertaining to certain conditions.

Research has indicated that the concept of life satisfaction is elusive, and can be highly susceptible to one’s own social values or judgments about important aspects of life. However, this concept has psychological as well as social implications. Firstly, it implies the contentment with life and positive self-regard for an individual. Secondly, it includes a personal appraisal of fulfilling one’s social roles.

Life satisfaction also comprises psychological factor such as goals, values, money, work/job (Mayar & Diener, 1995; Niederman & Sumner, 2004), marriage (Karney & Bradbury, 1997), satisfying marriages (Bradbury, 1995), education (Lasheras et. al., 2001; Witter et.al., 1984), age (Herzog & Rodgers, 1981), income (Easterlin, 1995), living with family (Ozer, 2004), mental health (Decker & Schultz, 1985; Frisch, 1994), job satisfaction (Rice et al., 1980), home and community (Photiadis, 1977; Cummins, 1991), religion (Levin et al., 2007), and social support (Bhagat, 1983). Life circumstances such as children leaving home, loss of job, re-marriage, poverty, illness (Van der Zee et al., 1996), etc. can negatively affect life satisfaction of the elderly. In addition to this, environment (Land, 1999; Cummins & Chali, 2000) and personality (Magnus & Diener, 1991) can also contribute towards life satisfaction of the elderly.

Research supports that one’s cognitive evaluation of life satisfaction is also influenced by one’s values and culture (Diener & Diener, 1995; Keith et al., 1996; Oishi et al., 1999). Recent research shows that people in individualistic cultures report greater satisfaction than those in collectivistic culture. Suh et al., (1998) have suggested that people belonging to collectivist and individualist cultures use different types of information to evaluate their life satisfaction. For example, people in collectivistic cultures believe in culture norms whereas, those in individualistic rely on emotional
experiences. Thus, there are a host of factors which affect life satisfaction. One factor which emerges strongly is the stressors (be it family, income, health, etc.) whose contribution towards life satisfaction cannot be overlooked.

Life satisfaction is also one of the important parameters of measuring mental health. Lyubomirsky (2001) in his definition of life satisfaction stated it in terms of mental assessment of an individual’s life quality, which has cognitive component and is counted as powerful anticipant of mental health. Life satisfaction is in fact satisfaction of all spheres of life (Sousa and Lyubomirsky, 2001). Life dissatisfaction disregarding its cause has many negative consequences. Life dissatisfaction is related to poor health status, depression symptoms, personality problems, poor health behaviors and poor social conditions (Bahreinian and Yavari Kermani, 2009).

Life satisfaction generally refers to the summation of evaluations regarding a person’s life as a whole. For the most part there is consensus throughout the literature that measures of life satisfaction are cognitive (Pilcher, 1998). Life satisfaction is an overall assessment of feelings and attitudes about one’s life at a particular point in time ranging from negative to positive. It is one of the three major indicators of well-being: life satisfaction, positive effect, and negative effect (Diener, 1984).

Satisfaction in the human context is not merely a concept of need fulfillment; it is more complex, evolving a number of explicit and implicit parameters: physical, social and psychological- while the importance of need reduction and need fulfillment can hardly be over emphasized in satisfaction, which is ultimately connected with survival itself. Satisfaction, among human being, is a multiplicative function of numerous factors, the upper most being the felt psychological experience, which is unique with each human being, this idiosyncratic experience of inner well being and tranquility, aspirations, hopes, fears and apprehension (Milevsk, 2007).

Life satisfaction is considered to be the cognitive or judgmental component of subjective well-being. The other component of subjective well-being is the measure of emotion consisting of positive and negative effect. Measures of the affective component include those of affect balance such as that developed by Bradburn and Kammann and
Flett. Life satisfaction can be assessed globally or by specific domain area, such as satisfaction with work, marriage and health. Life satisfaction questionnaires focus on the individual’s internal frame of reference.

Although satisfaction with current life circumstances is often assessed in research studies also include the following under life satisfaction: desire to change one’s life; satisfaction with past; satisfaction with future; and significant other’s views of one’s life. Related terms in the literature include happiness (sometimes used interchangeably with life satisfaction), quality of life, and (subjective or psychological) well-being (a border term than life satisfaction).

The literature on life-satisfaction can be summarized by means of the questions that arise if one follows the utilitarian lead of creating greater happiness for a greater number of people. The first question is what life-satisfaction is precisely. One cannot create greater happiness without a clear definition of happiness. Next, a preliminary methodological question is whether or not life satisfaction can be measured, if not, attempts to make life more enjoyable will remain a matter of subjective belief. Without a gauge, we remain uncertain about both the necessity to intervene and the effects of such interventions. Provided this question of measurement can be answered affirmatively, then the first substantive question is how satisfied people are, and whether people differ in degree of satisfaction. If everyone is satisfied with life then there is little need to search for ways in which levels of satisfaction can be improved. Further if people don’t differ then there would be no clues as to how life satisfaction could be improved. If people appear not to be equally satisfied with their life, the next substantive question is why. Determinants of life satisfaction can be searched for at two levels external conditions and inner psychological processes. If we can identify external circumstances in which people tend to be satisfied, we could potentially try to create such conditions for everybody. On the other hand, if we could understand the mental processes involved in obtaining high levels of life satisfaction, then it would be theoretically possible to assist others to acquire them. Both approaches have a long tradition.
A related substantive question is whether or not levels of life satisfaction can be permanently raised. Two theories about its determinants suggest it that cannot. The first theory is that life satisfaction is relative. According to this theory, improvements in living conditions would raise life satisfaction only temporarily because the standards on which the comparison is based would simply change. The second theory is that life-satisfaction is an immutable trait, rather than a variable state; people are either satisfied or dissatisfied, irrespective of their circumstances. From this perspective, an improvement in the quality of life is unlikely to be reflected in life satisfaction. If these theories hold truth, there is little sense in trying to achieve greater happiness for the greater number. Consequently they imply that the study of life satisfaction is of limited use.

1.6 NEED OF THE STUDY

The emotional competence describes both awareness of others’ feeling, 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 centred approach). It is well known that emotional competence exerts a positive influence on students learning. Teacher educators should be emotion 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 was undertaken. The findings of the research will be helpful in finding out 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 he should be efficient manager.

This study can provide assistance of both policy makers and administrators in understanding the degree of influencing factors like self confidence, adjustment, life
satisfaction, sex, age and experience, type of management, residing area 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 institute.

From the review of related literature given in the next chapter it was found that no work has been conducted on the emotional competence of teacher in relation to their self confidence, adjustment and life and hence the present work has been taken in hand.

1.7 STATEMENT OF THE PROBLEM

On the basis of the need and importance of the study as outlined above the present study has been stated as below:-

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

1.8 OPERATIONAL DEFINITION OF THE TERMS USED:

1) Emotional competence: Emotional competence refers to a person’s ability in expressing or releasing their inner feeling (emotions). It implies as ease around others and determines our ability to effectively and successfully lead and express our emotions.

2) Teacher educators: Teacher Educators’ are those teachers who teach the prospective teachers of private & govt. 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.

3) 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 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.
4) **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 need. 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.

5) **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.

1.9 **OBJECTIVES OF THE STUDY**

The following are objectives of the study-

1. To measure the emotional competence of teacher educators.
2. To study the self confidence of teachers educators.
3. To study the adjustment of teacher educators.
4. To study the life satisfaction of teachers educators.
5. To study the influence of sex, age, experience, type of management, locale of colleges and salary of teacher educators on the emotional competence.
6. To study the influence of sex, age, experience, type of management, locale of colleges and salary of teacher educators on their self confidence.
7. To study the influence of sex, age, experience, type of management, locale of colleges and salary of teacher educators on the adjustment.
8. To study the influence of sex, age, experience, type of management, locale of colleges and salary of teacher educators on the life-satisfaction.
9. To investigate the relationship among the emotional competence, self confidence, adjustment and life satisfaction of teacher educators.

1.10 **HYPOTHESES**

In order to achieve the above mentioned objectives, the following null hypotheses were formulated and tested:
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.

1.11 VARIABLES INVOLVED IN THE STUDY

A) Dependent Variable:
   1) Emotional Competence

B) Independent Variables:
   1) Self Confidence
   2) Adjustment
   3) Life satisfaction
1.12 DELIMITATIONS OF THE STUDY

The present study was delimited to the following:

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 in education colleges 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.