CHAPTER – I

Introduction and Conceptual Framework
CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01 INTRODUCTION

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education." - Martin Luther King.

The Education Commission (1964-66) said, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions."

The idea was suggested by the Indian Education Commission (1964-66) and the objective of a comprehensive college of education is to break the isolation of teacher education. A comprehensive college of education runs as many levels of teacher training as possible, for example elementary teacher training, language teacher training, physical education, teacher training, and B.Ed. Efforts of Indian Association of Teacher Educators (IATE) appointed a working group with Panandikar as Convener to design a new B.Ed. programme, which was discussed and approved by their Eighth Conference held at Taradevi (Simla) in 1965. Government of India brought out in March 1988 a detailed report on the implementation of National Policy on Education (1986). It is in keeping with the assurance made by the Minister of Human Resource Development on the floor of the Parliament. It is a new culture developing mechanism for public monitoring of policy implementation by the government.
1.02 CONCEPTUAL FRAME WORK

"The teacher is a person employed in an official capacity for the purpose of guiding and directing learning experiences of pupils in an educational institution, whether public or private" – Good (1959).

B.O. Smith (1969) provides a meaning of Teacher-Education. “One of the chief differences between a teacher who is theoretically trained and one who is not, is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretically trained will interpret events and objects in terms of common sense concepts that have from the experience of the race permeated with outmoded ideas about human behavior.”

According to S. Radhakrishnan “A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible. He must himself be a master in the field and be in touch with the latest developments in his subject. He must himself be a fellow traveler in the exciting pursuit of knowledge”. (U.K.Singh, K.N.Sudharsan, 2006).

According to the Department of Teacher Education, the educationist, teachers, administrators thought that a teacher should know the objectives before the economic, social political and cultural growth, which should engender in him the ability to train present generation of students into enlightened citizens of India. In order to mould and modify the behaviour of the child the teacher employs various strategies and tactics to achieve the desired behavioural changes in him. Any educational effort loses its vitality, if it does not give adequate attention and importance to the teacher, since they are the most important pillars of education. National Policy of Education (1986) while defining the role of teachers says that their principal role is and will always be teaching and guidance of their pupils, not only through classroom instruction and tutorials but also through numerous other ways.

1.03 TEACHER EDUCATION

The NPE (1986) stressed that, “Teacher education is a continuous process, and its pre-service and in-service components are inseparable”. The one - year training course is the usual pattern of teacher’s education in our country. The graduate in arts / science undergoes
the training for one academic year. The course is divided into two broad sections. Part-I, the
theory and part-II, the practical skill in teaching, which includes sectional practical work also.
Requirements for teacher education in our setup rightfully put emphasis on practice-in-
teaching and some sectional practical work. The teacher can play many roles such as director
of learning, motivator, guide, organizer etc.

education refers to the totality of educative experiences which contributes to the preparation
of a person for a teaching position in schools, but the term is more commonly employed to
designate the programme of courses and other experiences offered by an educational
institution for the announced purposes of preparing persons for teaching and other
educational services and for contribution to their growth in competency for such services.
Such teacher education programmes are offered in teacher’s colleges and normal schools and
colleges and universities”.

According to Good’s Dictionary of Education (1973) Teacher education consists of
“All formal and informal activities and experiences that help to qualify a person to assume
the responsibilities as a member of the educational profession or to discharge his
responsibilities more effectively”.

The success of an educational institution depends on the quality of its teachers. In
fact, no system of education can rise above the level of the teachers. The teacher, therefore,
occupies the central position in any system of education. He has been regarded as the
architect of a Nation. His influence is confined not only to a particular region or state but
also extends to the whole nation or even outside it. Great teachers like Plato, Aristotle,
Socrates and Mahatma Gandhi had a world-wide impact.

“The purpose of a teacher preparation programme should be to develop in each student
his/her general education and personal culture, his/her ability to teach and educate others, and
awareness of the principles which underlie good human relations and a sense of responsibility
to contribute by teaching and example to social, cultural and economic progress” (Status of
Teachers UNESCO Resolution). Teaching is a creative process like that of doing the creative
arts and fine arts. The teacher should always apply creative process in educating the pupil,
which could cultivate the creative spirit in the pupil. Then few of them will be creative
thinkers, artists and other professionalists. The teacher should always keep in mind great
teachers (Guru) of olden times while teaching. The teacher should make references to the
great persons. This will help in the character building of the pupils. The teacher should
always keep a good rapport with the students and the parents.

Teacher-trainees will be teachers of the future generation and the progress and
prosperity of the country depends upon the future generation. Teacher-trainees should be
equipped to recognize that children possess special resources of interest and talent
professionally; this would require acquisition and application of knowledge, skill and
attitudes conducive to fostering creative behaviour in children (Mohan 1973) and seeing
creativity used as a central force to improve learning and teaching.

Importance and Need of Professional Education of Teachers

Teaching is an art. This art has to be learnt by undergoing a specific training. In the
beginning of the present century, the general belief was that “teachers are born not made”.
Mastery of the subject was all that was required of a would-be teacher. Professional training
was not considered necessary. But with the increasing knowledge about child psychology and
advancement in the science of pedagogy, the old belief has changed now. Teaching is
beginning to be recognized as an expert’s job. The whole concept about teacher and teacher
education has undergone a tremendous change.

Important for Qualitative Improvement of Education

Teaching is a highly skilled job and cannot be done satisfactorily without a sound
preparation for it. The progress of a nation depends upon the quality of its people, and the
quality of their education depends upon the quality of its teacher, which is further determined
by the quality of teacher education. Indian Education Commission (1964-66) has rightly
observed that a sound programme of professional education of teachers is essential for the
qualitative improvement of education.

Important for Achieving the Desired Goals of Education

Besides, such a programme is essential for achieving the desired goals of education.
Teachers are to be continuously oriented to the changes in the educational system
necessitated by the changing social order. Teachers are to be fully prepared to relate
education to the changing patterns of life, needs and aspirations of the people. Only then can
education be an ideal powerful instrument of social, economic and cultural transformation
necessary for the realization of our national goals.
Need

A sound programme of the professional education of teachers is needed for the preparation of effectiveness of a teacher is directly related to the following competencies:

1. A thorough knowledge of the theoretical and practical aspects of the subject contents which he has to teach
2. Knowledge of the psychology of child, principles of pedagogy and class management.
3. Ability to contrive and use a number of teaching devices;
4. Ability to plan and organize the contents of a lesson;
5. Ability to assess and evaluate the attainments of the students by various methods;
6. Ability to organize, supervise and participate in extracurricular activities of the school;
7. Ability to help effectively in the guidance programme of the school.

Objectives of Teacher Education

The following are the main objectives of Teacher-education

1. Knowledge of the Subject: To impart thorough knowledge of the theoretical and practical aspects of the subject which the teacher has to teach.
2. Knowledge of Child Psychology: To impart knowledge of child psychology so that he should be able to understand the process of child’s growth and development.
3. Knowledge of Principles of Pedagogy: To impart knowledge of principles of pedagogy so that he should be able to understand the principles, processes and techniques of teaching and learning.
4. Knowledge of Aims of Education: To acquaint the teachers with the aims and purposes of education.
5. Knowledge of Adjustment Processes: To impart the knowledge of adjustment processes so that the teacher should be able to understand the problems of pupils and help them in making better adjustment.
6. Development of Ability to use Instructional Material: Teacher’s ability is to be developed to contrive and use a number of teaching devices, instructional material and audio-visual aids.
7. Organization of Extra-curricular Activities: Teacher’s ability is to be developed to organize and supervise extra-curricular activities in the school.
8. Planning of Lesson: The teachers are to be taught how to plan lessons effectively and how to communicate knowledge at the class-level of intelligence. They are to be trained to find out individual need of the students and to adjust teaching accordingly.

9. Knowledge of Evaluation Methods: To impart knowledge of evaluation methods to enable the teachers to assess and evaluate the attainments of the students.

10. Assistance in Guidance Programme: Guidance is to be made an integral art of education and it is during teacher-education that teachers are trained to help effectively in the guidance programme of the school.

Functions of Teacher Education

1. Better understanding of the student: Teacher training is a must, it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.

2. Building confidence: Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He is not timid or shy. He can tackle many odd situations and he does not run away from problem situations.

3. Methodology of Teaching: Through training, the future teacher becomes familiar with the methodology of teaching. He also gets essential knowledge of methods required for a particular subject. He teaches with flair and not in a routine way.

4. Building a favorable Attitude: A sort of brain wash is also done through training. It helps in building favorable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainees’ stand removed. It results in creation of love and respect for the teaching profession.

5. Familiarizing with the latest in education: Teacher training programmes familiarize the future teachers with all that is latest in education. An attitude of research and experimentation is attempted to be created in them.

6. Familiarizing with school organization: During the course of teaching, we familiarize the teacher trainees with organizations and administration of the school. It is of immense use to them in later life.

7. Creating social insight: Teacher training is a must. It is required to teach the teachers to live a community life. Training is essential to create a social insight in them.
8. **Improving standards:** We are interested in raising the standards or the quality of education. A trained teacher can be a great help in improving the quality of education and also in checking wastage.

9. **Training for democracy:** Lastly, training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up in the country. Training is required not only with the sole aim of making one a good teacher but also making him a good citizen.

**The Teacher Education Scenario**

Education is important in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why among all the dimensions of education, teacher education is considered to be more crucial.

Traditionally the concept of Teacher Education programme is identified with the training of teachers for classroom teaching in a face-to-face situation. This programme mainly involves Practice Teaching, that is, techniques of imparting knowledge, skills, attitude and also deals with the underlying principles of education and a set of ideas or values which are implicit in the purpose for which knowledge, skills and attitudes are imparted. After a year or two of the course, a teacher trainee becomes eligible to handle classroom or regular teaching.

Teacher Education Programme is intimately related to the society and is conditioned by ethos, culture and character of the nation. Recent changes in the society and in the education raise numerous implications for the education of teachers. There is a need to identify emerging areas where teacher's knowledge and skills may need development. Teacher Education Programme must keep pace with changes in education and in society, generally. It is, therefore, necessary that they should feel committed, contented and devoted to their noble profession.
1.04 SELF-ESTEEM

Erilson (1950), among others points out middle childhood is an important time for the development of self-esteem: a positive self-image or self-evaluation (p1-80). Self-esteem consists of two words ‘Self’ and ‘Esteem’. Self is the core of personality, otherwise called the ego. It is the sum total of the personal awareness of the person himself. The interests and values with which he identifies himself along with his social perceptions are central to the self of the person. Esteem is defined as appreciation, worth, estimate of value.

In psychology, self-esteem is also called self-worth, self-confidence and self-respect. It is a person’s overall self-appraisal of his worth. Self-esteem is considered as all entering personality characteristics of an individual. It is the value a person places on himself.

According to Danna Walker Titeston (2004) “self-esteem refers to the belief that one can be successful”. It is something more fundamental than the normal “ups and downs” associated with situational change. Hemachek (1971) notes “Self-esteem is the affective portion of the self. In other words self-esteem refers to the degree to which one values the self”. According to Nathaniel Brandens (1969), “self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness”.

Self-esteem is an attitude of acceptance towards self. It refers to how we like our self and feel good about ourselves. It influences our interactions with friends, teachers and family members and also influences the larger world around us. In short, our sense of self-esteem affects everything we do.

Self-esteem is the primary motive for the teachers to perform their activities in the best way. There are two aspects in self-esteem. Persons with high self-esteem are desirable personalities. Persons with low self-esteem are undesirable personalities.

Aspects of Self-esteem

Persons with low or high in self-esteem differ with respect to their own actions. Those who are low in self-esteem report less confidence in their judgements when asked to rate themselves on various traits and show fewer tendencies to report the same ratings over time than do high self-esteem persons. Person with high self-esteem regulate their own behaviours better than person with low self-esteem. Self-esteem can actually interface with performance of an individual. High self-esteem is desirable and more effective in social situations while low self-esteem is undesirable, it may set unrealistic goals to oneself.

Self-esteem extensively affects many aspects of the person's life. It is found that people with low self-esteem tend to be easily influenced by others. They do not do well in their studies or jobs and set lower goals for themselves. They are normally loners and suffer from emotional problems. On the contrary, people with high self-esteem tend to be good at their jobs, get along with others easily, more happy and contended and free from emotional problems. High self-esteem can have positive effects on the quality of life of a person, sowing the seeds of positive feelings and thoughts which would ultimately result in fruitful actions. Self-esteem also builds up experiences of success.

Factors influencing self-esteem

Individual differences have direct applications on people's self-esteem. It is influenced by the larger world around us. Every day, powerful messages from television, magazine, advertisements and other sources tent to have impact on our appearance, our cultural group and more. Being successful at things builds self-esteem. The situations that allow them to develop a sense of self-worth give chances for individual as to succeed at small tasks that make them able and confident.

As an individual when we grow older, teachers, friends and others as well as all events in our life, influence our self-esteem. All the achievement and encouragement received by every individual boost self-esteem. It plays a role in almost everything we do.

Values of self-esteem

It is an essential human character that reflects the person's whole. Higher self-esteem often related to better functioning and better emotional well being. True self-esteem comes
from internal sources such as self-responsibility, self-sufficiency and the knowledge of one's own competence and capabilities to deal with obstacles and adversity; regardless of what other people think.

Self-esteem entails competence, confidence, mastery and achievement. Respect from others entails recognition, acceptance, status and appreciation. There is a basic human need. It makes an essential contribution to the life process to a healthy self-development and has a value for survival. High self-esteem must foster the teaching competency and that gives a change to improve the pedagogical content knowledge of the student teachers. The teacher education programme is designed to equip student teachers with the knowledge, attitudes, behaviours and skills required to perform their tasks effectively in the school and classroom.

1.05 STRESS

Stress is the emotional and physical strain caused by the response to pressure from the outside world. Common strain reactions include tensions, irritability, inability to concentrate and a variety of physical symptoms that include headache and fast heartbeat. It is almost impossible to live without some stress. And most of the human beings could not want to, because it gives life some spice and excitement. But if stress gets out of control, it may be harmful to their health, relationships and enjoyment of life.

Stress is a state of imbalance between demands made on us from outside sources and other capabilities to cope them. Stress is a feeling that's created when we react to particular event. It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. The events that provoke stress are called stressors, and they cover a whole range of situations - everything from outright physical danger to making a presentation in classes or taking a semester's worth of your toughest subject. The human body responds to stressors by activating the nervous system and specific hormones. The hypothalamus signals the adrenal glands to produce more of the hormones adrenaline and cortical and release them into the bloodstream. These hormones speed up heart rate, breathing rate, blood pressure, and metabolism. Blood vessels open wider to let more blood flow to large muscle groups, putting our muscles on alert. Pupils dilate to improve vision. The liver releases some of its stored glucose to increase the body's energy.
And sweat is produced to cool the body. All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment.

This natural reaction is known as the stress response. Working properly, the body's stress response enhances a person's ability to perform well under pressure. But the stress response can also cause problems when it overreacts or fails to turn off and reset itself properly.

**Types of stress**

Depending on the stressors and the types of changes or events we are dealing with, stress can manifest itself physically, emotionally and/or mentally.

**Physical** - this occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness.

The most common physical symptom is headaches because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However long-term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and excessive sweating, heart disease, strokes and even hair loss.

**Emotional** - these responses are due to stress affecting the mind and include anxiety, anger, depression, irritability, frustration, over-reaction to everyday problems, memory loss and a lack of concentration for any task.

Anxiety is normally shown as a response to loss, failure, danger or a fear of the unknown. Anger is a common response to frustration or social stress and can become a danger to other individuals if not kept in check. Depression is frequently seen as an emotional response to upsetting situations such as the death of a loved one, illness and failure.

**Psychological** - long-term stress can cause psychological problems in some individuals. Symptoms include withdrawal from society, phobias, compulsive behaviours, eating disorders and night terrors.
Causes of Stress

Many different things can cause stress - from physical (such as fear of something dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often the first step in learning how to deal better with your stress. Some of the most common sources of stress are:

Survival Stress - You may have heard the phrase "fight or flight" before. This is a common response to danger in all people and animals. When you are afraid that someone or something may physically hurt you, your body naturally responds with a burst of energy so that you will be better able to survive the dangerous situation (fight) or escape it all together (flight). This is survival stress.

Internal Stress - People have been worrying about things they can do nothing about or worrying for no reason at all. This is internal stress and it is one of the most important kinds of stress to understand and manage. Internal stress is when people make themselves stressed. This often happens when we worry about things we can't control or put ourselves in situations we know will cause us stress. Some people become addicted to the kind of hurried, tense, lifestyle that results from being under stress. They even look for stressful situations and feel stress about things that aren't stressful.

Environmental Stress - This is a response to things around one that cause stress, such as noise, crowding, and pressure from work or family. Identifying these environmental stresses and learning to avoid them or deal with them will help lower your stress level.

Fatigue and Overwork - This kind of stress builds up over a long time and can take a hard toll on one's body. It can be caused by working too much or too hard at one's job(s), school, or home. It can also be caused by not knowing how to manage one's time well or how to take time out for rest and relaxation. This can be one of the hardest kinds of stress to avoid because many people feel this is out of their control. Later in this course we will show you that one has options and offer some useful tips for dealing with fatigue.

Good Stress and Bad Stress

The stress response (also called the fight or flight response) is critical during emergency situations, such as when a driver has to slam on the brakes to avoid an accident. It
can also be activated in a milder form at a time when the pressure's on but there's no actual
danger - like stepping up to take the foul shot that could win the game, getting ready to go to
a big dance, or sitting down for a final exam. A little of this stress can help keep you on your
toes, ready to rise to a challenge. And the nervous system quickly returns to its normal state,
standing by to respond again when needed.

But stress does not always happen in response to things that are immediate or that are
over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new
neighborhood or school, can cause stress, too.

Long-term stressful situations can produce a lasting, low-level stress that's hard on
people. The nervous system senses continued pressure and may remain slightly activated and
continue to pump out extra stress hormones over an extended period. This can wear out the
body's reserves, leave a person feeling depleted or overwhelmed, weaken the body's immune
system, and cause other problems.

The term stress means many things to different people. A lay person may define
stress in terms of pressure, tension, unpleasant external forces or an emotional response.
Mason (1975) reviewed literature on stress and concluded that there was confusion and a
lack of consensus regarding its definition. The term stress has been approached in at least
four different ways;

1. First, as the stimulus or external force acting on the organism
2. As the response or changes in the physiological functions
3. As the integration between an external force and the resistance opposed to it, as in
biology and
4. As comprehensive phenomenon encompassing all the three.

Agarwala (1979) believed that the confusion in definition is primarily due to the fact
that the same term was used variously by scholars of different disciplines. Thus, in physics,
stress is a force which acts on a body to produce strain. In Physiology, the various changes in
the physiological functions in response to evocative agents denoting stress. In psychology,
stress refers to a "particular kind of state of the organism resulting from some interaction
between him/her and the environment”. One way of unraveling this confusion is to identify the following parameters of stress.

- The context in which the term is used: When the term stress is used in the psychological context it is not necessarily equivalent to systemic stress. Psychological stress is in general a broader term encompassing both systemic stress as also the conditions preceding systemic stress (Cofer & Applay 1964).
- The discipline of the researcher and the nature of the stimuli considered as stressors. Physical and humeral stimuli are primarily studied in physiology and psychobiology (systemic stress)
- The response relevant to the scientist physiologists are primarily concerned with physiological changes, psycho physiologist with deviations at the psychological and behavioral symptoms (p177-179)

A stress-free life is not possible in today’s environment. All that can be done is to reduce it to a reasonable level even to the level where it can play a positive role rather than adversely affect one’s health and abilities. This is termed as coping. Paul J. Mayer (1972) a well-known management expert has said “whatever you vividly imagine, ardently desire, sincerely believe and enthusiastically act upon must inevitably come to a pass”

Teacher Education and Stress

Student - teachers have to perform multi-roles in their professional life. So more emphasis on perfection leads to stressful events. So the teacher training should be in the direction of result rather than being fussy about perfection. In decreasing the stress in the minds of the student teachers, parents, teachers, peers and all others can play an effective role. The view that we take in facing problems can also decrease stress. Optimistic views and full faith in one’s potentials and not thinking much about the results can lead to a stress-free situation in the minds of student teachers.
1.06 EMOTIONAL INTELLIGENCE

Emotions are feelings that have both physiological and cognitive elements which influence behavior.

A general term that refers to a person's subjective reaction to the environment. Emotions involve neural and hormonal responses. When activated, they elicit an adaptive reaction that is experienced by one individual as pleasant or unpleasant.

You are afraid, you are angry, you are happy. You are sad. What do these words mean? What are you experiencing when you are in an emotional state? Are you interpreting the physical sensations caused by the release of some chemical in your body or the activation of some region of your brain? Or is the strong feeling you are aware of subjective thing that owes its existence to the thought processor in your brain that created it and labeled it? Much of the research in emotion has focused on answering these questions.

What is Emotional Intelligence?

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Goleman (1996) defines Emotional Intelligence as knowing what feels good, what feels bad and how to go from bad to good. It includes components such as self-awareness, self-management, self-motivation, social awareness and social management.

Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence,” they defined emotional intelligence as, “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”.

According to Salovey and Mayer (1997), the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion".
Theories of emotion

Since the boys' psychology detached itself from philosophy and established its own platform as a behavioural science, a number of theories have been developed and propagated to explain how emotional experience is generated.

Among the different theories advanced to explain the origin of emotion three most important theories are as follows

i) The James-Lange somatic theory

In 1890, the eminent psychologist William James ignited a controversy when he wrote:

Common sense says we meet a bear, are frightened, and run; we are insulted by a rival, are angry, and strike. The hypothesis here to be defended says that this order of sequence is incorrect and that the more rational statement is that we feel sorry because we cry, angry because we strike, afraid because we tremble, (James, 1890/1950, p.451).

At about the same time, the Danish psychologist Carl Lange reached a similar conclusion. According to the James-Lange theory, our bodily reactions determine the subjective emotion we experience. We know we are afraid or in love because our body's reactions tell us so. Today, this theory lives on as the somatic theory of emotion (Papanicolaou, 1989).

ii) The cannon-Bard Theory

It wasn't long before that James Lange theory was challenged. In 1927 physiologist Walter Cannon fired back. He pointed out that people's bodies do not respond instantaneously to an emotional stimulus; several seconds may pass before signs of physiological arousal appear. Yet people typically experience the emotion immediately. This would be impossible according to the James-Lange theory, Cannon and his colleague L.L. Bard concluded that cognition must be involved as well.

The Cannon-Bard theory proposed that the subjective experience of emotion and physiological arousal do not course one another but instead are independent responses to an emotion arousing situation. When we encounter such a situation, sensory information is sent to the brain's thalamus, which simultaneously sends messages to the cerebral cortex and to the body's internal organs. The message to the cortex produces the experience of emotion, and the message to the internal organs produces physiological arousal.
iii) Activation theory of emotion

Activation theory of emotion is formulated by Donald B. Lindsley in 1951 as a emergency function by preparing the organism for appropriate action. In general, activation theory refers to the view that emotions represent a state of heightened arousal rather than a qualitatively unique type of psychological, physiological or behavioural process. Arousal is considered to lie on a wide continuum, ranging from a very low level such as a deep sleep, to such extremely agitated states as rage or extreme anger.

According to Lindsley, emotion provoking stimuli activates the reticular activating system in the brain stem, which in turn sends impulses both upwards, towards the cortex and downwards, towards the musculature. The reticular system must be properly activated to evoke a significant emotional behaviour. However, the activating system tries to serve only a general function and the specific structures in the brain organize the input and determine the particular form of emotion to be expressed.

Intelligence is the aggregate capacity of the individual to act purposefully, to think rationally and to deal effectively with his/her environment. It can be called as the capacity to acquire knowledge. In order to solve any problem, knowledge should be applied in the right manner with the help of intelligence. Educationist consider intelligence as the mental ability which helps the individual to think about minute, complex and abstract matters, to adjust with changing situations by solving various problems as quickly as possible, to acquire with ease knowledge proficiency and aptitude in different subjects, to explain new situations with the help of prior experience, to arrive at conclusions by determining the exact relations between various elements, to utilize our energy by keeping the emotions and impulse under control whenever necessary in achieving the goal. Thus it can be said that a person’s intelligence manifests itself through different activities (Gupta and Basu, 2006). So studies on intelligence of students bear immense importance to achieve the goal of education. Different social-demographic factors exert their influence on intelligence of students.
Characteristics of Emotional Intelligence

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. **Self-Awareness**: People with high emotional intelligence are usually self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.

   They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

2. **Self-Regulation**: This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3. **Motivation**: People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.

4. **Empathy**: This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

5. **Social Skills**: It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are
typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

**Importance of Emotional Intelligence**

Emotional intelligence is not only a very important, but a very powerful aspect of a person’s life. It helps a person’s life. It helps a person very much in all spheres of his/her life through its various competencies such as knowledge of his or her emotions i.e. self-awareness, managing emotions, motivating oneself, recognizing emotions, in others i.e. empathy and handling relationships. People with high emotional intelligence are happier, healthier, self-assured and interested, full of self esteem, self-concept, self-confidence, self determination, and aspiration, motivations, open-minded, express heeds while getting along with colleagues, turn to teachers for help and follow directions and are more successful in this relationship with others. They are able to understand their own emotions, regulate them for the most happy and productive behaviour, muster high levels of motivation and understand other’s emotions.

Emotional intelligence is vital for one’s success. It accounts for 80% of one’s success in life. People with emotional intelligence succeed in their lives. It brings success in schools, work and relationships. When applied to workplace, emotional intelligence is about thinking intelligence with emotions, perceiving, expressing, understanding and managing emotions in a professional and effective manner at work. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one’s life. It can only be possible through one’s potential of emotional intelligence and its proper development.

**Teacher Education and Emotional Intelligence**

Teaching is the profession that shapes education. It is the essential profession, which makes all other professions possible. Well-qualified, caring and committed teachers will improve curricula and assessments and safe schools and highest standards in the world. It will ensure that our children are prepared to the challenges and utilize opportunities. It is a demanding job that requires in-depth knowledge of subject, content and age specific pedagogy. It also requires many skills such as patience, leadership, creativity, administration, and counselling.
According to Mayer (2000) "Emotional Intelligence is the ability to recognize the emotions and their relationship and to reason out and solve the problems". In the area of Emotional Intelligence, Goleman discusses the effect of emotional competence on optimum performance. Teachers' goal is to provide an atmosphere where flow occurs easily and the students are totally engaged in learning. Here teaching plays a vital role in developing Emotional Intelligence among students.

1.07 ACADEMIC ACHIEVEMENT

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like.

Academic achievement is a measure which helps to assert the degree to which the educational objectives are being realized. Good (1973) in the Dictionary of Education referred to "Academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores, or marks assigned by the teacher".

The term achievement is widely used. The Dictionary of Education define achievement as knowledge of skills developed in the school and college subjects usually designed by the test score or by marks assigned by the teacher or both.

In the field of measurement achievement is generally used in the sense of acquired ability to do capacity to do or tendency to do. Caplin (1961) defines educational or Academic achievement as a specific level of proficiency in academic work evaluated by the teachers by standardized test or by a combination both.

Achievement test

A test designed to measure a person's knowledge, skill, understandings, etc., in a given field taught in school, for example, a Mathematics test or an English test (Good, 1973). Refers to test designed to measure the effects of specific teaching or training in an area of the curriculum, (Taneja, 1991). A Standardized test designed to measure and compare levels of knowledge and understanding in a given subject already learned. (John Bellingham, 2004).
Achievement test as the name signifies is employed for measuring the amount or success or achievement of individual in a specific field or area of accomplishment. In the school situations an achievement test is used as a tool for measuring the nature and extent of students learning in the particular subject or group of subjects. How far as particular student has been able to learn and acquire or has been benefited from the learning experience given to him is ascertained in the help of these tests. Therefore, achievement tests are essentially past-oriented. They give evidences of what has been learnt or acquired by an individual by testing his present ability.

"An achievement test is essentially a tool or device of measurement that helps in ascertaining quantity and quality of learning attained in a subject of study or a group of subjects after a period of instruction by measuring the present ability of the individual concerned'.

The achievement tests are of mainly two types. The standardized test is usually written test with objective type of questions. The teacher made informal test is constructed by the teacher himself to measure the achievement of his pupil from time to time. They may be even when motivation is optimally high and anxieties are low, success depends to some extent on a person’s energy, intelligence and skills. To predict now a given individual will perform in a specific achievement setting, we must consider all those factors.

Factors Affecting Academic Achievement

There are many factors that affect the academic achievement of the adolescents.

Cultural factors

The pupils may belong to different cultural groups and hence they have different attitudes about the values of education.

Social class value

The academic achievement of the students will depend to some extent upon the social class background of his family. If members of his social class think higher education is important he will also feel that it is more important to concentrate more on practical than on cultural subjects. He will accept this value on cultural subjects. He will accept this value and this will influence his academic achievement.
Parental attitude

The academic achievement of the students depends upon the encouragement and interest shown by the parents in these children. The parents are pleased when their children do well and they show their displeasure when the children fall below their expectation. Therefore, parental aspiration plays a vital role in shaping the academic talents of the students.

Peer group attitude

It is one among the prominent factors influencing the academic achievements of the students. The student’s values are greatly influenced by those with whom he is mostly identified or whose acceptance is most anxious to have in the school with which he is identified.

Achievement Aims in Education

Curriculum is framed for achieving the goals of education. If there is no definite curriculum before us we cannot know through what knowledge of subjects and training of activities, we are achieving the goals and which activities are useful and which are not.

It is also important to know that we educate students with one main objective in mind: their success. If emotional intelligence is considered vital for success now-a-days then we need to teach its components to our students at schools and colleges. If it affects students environment, then it is misperceive for schools to integrate it in their curricula, hence raising the levels of students’ success. Teaching emotional and social skills to students in schools is very important at this age of competitiveness. It can affect academic achievement of students very positively not only during the years they are taught, but during the future years to follow as well.

Though teachers adopt the same technique and strategy to teach the subjects to their students in the class, due to difference in the listening capacities, IQ variations, study habits the performance will differs. Our present education system gives more importance to the academic performance, so that it should be improved and this can be done by the cooperation of students and teachers. Anyhow there are several other factors such as social factor, economic factor, cultural background, environmental conditions, parental education and occupation which will affect the academic achievement.
1.08 SIGNIFICANCE OF THE STUDY

One of the main objectives of education is to acquire academic knowledge, skill, and ability to adjust with the environment successfully. According to Bernie Zilbergeld (1998) healthy self-esteem builds conviction, optimism, relationship, and sensitivity, open to challenges, ability and responsibility. Pick Hardt (2002) stated that the intervening factors that determines self-esteem all the time are our thoughts and how we introspect the situations. Academic achievement leads to increased self-esteem, but self-esteem is a better predictor of being a low-track or high-track students, it would appear that there is some intervening variables. James (1890) states that the intervening variable is personal expectation. His formula is: \( \text{Self-esteem} = \text{Success} + \text{Pretension} \). That is increasing self-esteem results when success is improved relative to expectation. An interesting corollary to this equation is that success is limited by expectation and self-esteem; \( \text{Success} = \text{Pretension} + \text{Self-esteem} \).

Veeraja (2004) suggested that the young students are largely susceptible to stress due to their past experience, demands of sudden independence, energy and change in social emotional and academic dimensions. Stress is an unavoidable consequence of life. Without stress there is no life. Most people regard stress as something negative. But in learning to manage stress effectively, one may come to believe that the experiences of stressful periods in one’s life can actually be beneficial. Stress, if channeled in the right way, can provide the energy for increased performance and self-development. The main goal of any type of education is development of sound mental health. In fact, mental health is an inseparable part of education.

Williams and Stenburg (1988) related performance to emotional intelligence. Emotional intelligence is perceived as the prime intelligence and is perceived as the prime predictor of assessing an individual's chance of success in life. Emotional intelligence is a new area of research in the Indian context. The growing interest in the construction of emotional intelligence can be attributed to the recent theories taking broader conceptualizations of intelligence. Emotional intelligence can be included as a member of emerging group of potential ‘hot’ intelligence that includes social intelligence, practical intelligence, personal intelligence and emotional creativity. Each of these forms a coherent sphere that partly overlaps with emotional intelligence, but separate human abilities in different ways. The present study tries to empirically examine the relevance of the concept of emotional intelligence and its impact on academic achievement.
Academic Achievement of students at the college level is influenced by the number of physical as well as psychological factors such as intelligence, motivation, and study habits. It is assumed that personality factors do play a major role in the students academic performance. All the students do not proceed with their academic career in an equal footing due to the discrimination in personality. Academic Achievement is a specific level of proficiency in academic work evaluated by the teachers. Academic achievement is one of the important academic factors, which decides the mastery and excellence of the students.

In the present study the researcher had undergone a study by correlating self-esteem, stress and emotional intelligence on academic achievement. This study will be very useful to B.Ed. college students to know about their level of self-esteem, level of stress and emotional intelligence. The results of the study may be helpful for the teacher educators to know these psychological aspects of their students and to help them appropriately. The results may be an eye opener for the curriculum designers to have more concern for the development of soft skills such as self-esteem, stress coping abilities and emotional intelligence.

1.9 STATEMENT OF THE PROBLEM

“A STUDY OF SELF-ESTEEM, STRESS AND EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF B.Ed. COLLEGE STUDENTS IN SOUTHERN DISTRICTS OF TAMILNADU”

1.10 OPERATIONAL DEFINITIONS OF KEY TERMS
a. Self-esteem

Hemachek (1971) reported that self-esteem is the affective portion of the self. It is the fertilizer which nourishes ones talents, resources and abilities. This makes one to have a perception of reality based on clarity, intelligence, understanding etc., which in turn leads with direction of purpose.

Here by the term self-esteem the researcher means positive attitude towards self.

b. Stress

According to Lazarus (1999) “Stress is stimulus event of sufficient severity to produce disequilibrium in the homeostatic physiological systems”

Here by the term stress the researcher means emotional tension experienced by a person.
c. Emotional Intelligence

According to Goleman (1998) "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship"

Here by the terms emotional intelligence the researcher means ability to monitor one’s and other’s emotions.

d. Academic Achievement

"Academic achievement is the degree of level of proficiency attained in scholastic and academic work" Wolman (1967).

‘Academic Achievement’ as used in the investigation implies the marks acquired in self developed Achievement test.

d. B.Ed.

B.Ed. refers to Bachelor of Education and it is the pre-service teaching course affiliated by Tamilnadu Teachers Education University. Chennai.

e. The Southern districts

Tamilnadu is one of the southern states of India. The investigator has selected three Southern districts of Tamilnadu namely Tirunelveli, Thoothukudi and Kanyakumari.
1.11 OBJECTIVES

PERCENTAGE ANALYSIS

1. To find out the level of self-esteem of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college and parents’ income.

2. To find out the level of stress and its dimensions such as a) physiological stress, b) emotional stress c) social stress d) stress related to examination e) behavioural stress and f) stress in total of B.Ed. college students in Southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college and parents’ income.

3. To find out the level of emotional intelligence and its dimensions such as a) self-awareness b) empathy c) self-motivation d) emotional stability e) managing relations f) integrity g) self-development h) value orientation i) commitment j) altruistic behaviour and k) emotional intelligence in total of B.Ed. college students in Southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college and parents’ income.

4. To find out the level of academic achievement of B.Ed. college students in Southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college and parents’ income.

DIFFERENTIAL ANALYSIS

1. To find out significant difference between B.Ed. college students in self-esteem with respect to background variables such as gender, qualification, discipline, location of college, type of college and status of the college.

2. To find out significant difference among B.Ed. college students in their self-esteem in terms of background variables such as age and nature of the college.

3. To find out significant difference among B.Ed. college students in their stress and its dimensions with reference to age.
4. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of gender.

5. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of qualification.

6. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of discipline.

7. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of location of the college.

8. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of type of college.

9. To find out significant difference among B.Ed. college students in their stress and its dimensions with reference to nature of the college.

10. To find out significant difference between B.Ed. college students in their stress and its dimensions in terms of status of the college.

11. To find out significant difference among B.Ed. college students in emotional intelligence and its dimensions with reference to age.

12. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to gender.

13. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to qualification.

14. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to discipline.

15. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to location of the college.

16. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to type of college.

17. To find out significant difference among B.Ed. college students in emotional intelligence and its dimensions with reference to nature of the college.

18. To find out significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to status of the college.
19. To find out significant difference between B.Ed. college students in academic achievement with respect to background variables such as gender, qualification, discipline, location of college, type of college and status of the college.

20. To find out significant difference among B.Ed. college students in academic achievement with reference to age and nature of the college.

ASSOCIATIONAL ANALYSIS

1. To find out significant association between self-esteem of B.Ed. college students and their parents’ income.

2. To find out significant association between stress and its dimensions of B.Ed. college students and their parents’ income.

3. To find out significant association between emotional intelligence and its dimensions of B.Ed. college students and their parents’ income.

4. To find out significant association between academic achievement of B.Ed. college students and their parents’ income.

CORRELATIONAL ANALYSIS

1. To find out significant correlation between self-esteem and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college, parents’ income and total sample.

2. To find out significant correlation between stress and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college, parents’ income and total sample.

3. To find out significant correlation between emotional intelligence and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college, parents’ income and total sample.
1.12 NULL HYPOTHESES
Differential Analysis

1. There is no significant difference between B.Ed. college students in self-esteem in terms of background variables such as gender, qualification, discipline, location of the college, type of college and status of the college.

2. There is no significant difference among B.Ed. college students in their self-esteem in terms of background variables such as age and nature of the college.

3. There is no significant difference among B.Ed. college students in their stress and its dimensions with reference to age.

4. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of gender.

5. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of qualification.

6. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of discipline.

7. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of location of the college.

8. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of type of college.

9. There is no significant difference among B.Ed. college students in their stress and its dimensions with reference to nature of the college.

10. There is no significant difference between B.Ed. college students in their stress and its dimensions in terms of status of the college.

11. There is no significant difference among B.Ed. college students in emotional intelligence and its dimensions with reference to age.

12. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to gender.

13. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to qualification.
14. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to discipline.

15. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to location of the college.

16. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to type of college.

17. There is no significant difference among B.Ed. college students in emotional intelligence and its dimensions with reference to nature of the college.

18. There is no significant difference between B.Ed. college students in emotional intelligence and its dimensions with reference to status of the college.

19. There is no significant difference between B.Ed. college students in academic achievement with respect to background variables such as gender, qualification, discipline, location of college, type of college and status of the college.

20. There is no significant difference among B.Ed. college students in academic achievement with reference to age and nature of the college.

ASSOCIATIONAL ANALYSIS

1. There is no significant association between self-esteem of B.Ed. college students and parents' income.

2. There is no significant association between stress and its dimensions of B.Ed. college students and parents' income.

3. There is no significant association between emotional intelligence and its dimensions of B.Ed. college students and parents' income.

4. There is no significant association between academic achievement of B.Ed. college students and parents' income.

CORRELATIONAL ANALYSIS

1. There is no significant correlation between self-esteem and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college, parents' income and total sample.

2. There is no significant correlation between stress and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background...
variables such as age, gender, qualification, discipline, location of the college, type of college, nature of the college, status of the college, parents' income and total sample.

3. There is no significant correlation between emotional intelligence and academic achievement of B.Ed. college students in southern districts of Tamilnadu in terms of background variables such as age, gender, qualification, discipline, and location of the college, type of college, nature of the college, status of the college, parents' income and total sample.

1.13 DELIMITATIONS

1. The present study has been confined to Tirunelveli, Thoothukudi and Kanyakumari districts with a sample of 1100 B.Ed. college students from 27 B.Ed. colleges.

2. The present study covers only five dimensions of stress (physiological stress, emotional stress, social stress, stress related to examination behavioural stress and stress in total) and ten dimensions of emotional intelligence (self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour and emotional intelligence in total).

1.14 LIMITATION

The investigator has tested the significance at 0.05 level of degrees of freedom.