INTRODUCTION

“He who controls others may be powerful, but he who has mastered himself is mightier still” - Lao Tzu

Emotional intelligence (EI) has proven to be a relevant construct in different domains of daily life, including mental and physical health, social functioning, and academic and workplace performance (Hervas 2011; OBoyle et al., 2010 & Mayer et al., 2008). Teachers’ role in education requires various abilities. One of such fundamental capacities in the contemporary world is emotional intelligence. Sometimes the individuals express their emotions but on most of the occasions they curb their socially undesirable emotional expressions to maintain harmony with surroundings and inner balance. Many times the pangs of agony generated due to the attitudes and the conduct of those with whom they are emotionally attached, do not allow them to use reasoning for finding out the best coping strategy in a situation. Many times the gratitude of accomplishments, affection, attachment and unexpected fulfillment of need causes cognitive - emotional dissonance. This disequilibrium usually increases the probability of future shocks and present strains. A man is not rightly conditioned until he is a happy, healthy, and prosperous being; and happiness, health, and prosperity are the result of a harmonious adjustment of the inner with the outer self of the man with his surroundings. Raising educational standards in the teaching and learning process has always been high on agenda but it was only recently that more academics began exploring the role of emotion in transforming the teaching and learning process. Thus, emotional intelligence among teachers and students has become a pre-requisite for raising educational standards.

1.1. EMOTIONAL INTELLIGENCE

Emotional Intelligence is an imperative construct in the field of Psychology and education. Emotions appear to be engaged in all aspects of human interaction. Emotions are something that people are familiar with and use in their daily life, as well as something that they recognize readily in everyday situations. Emotions are at the heart of teaching. They comprise its most dynamic qualities, literally, for emotions are fundamentally about movement. Emotions are basically “mental states
accompanied by intense feeling and (which involve) bodily changes of a widespread character” (Koestler, 1967). The latin origin of emotion is *emovere*: to move out, to stir up. When people are emotional, they are moved by their feelings. They can be moved to tears, overcome by joy, or fall into despair (Hopfl & Linstead, 1993). Emotions are dynamic parts of human beings and whether they are positive or negative, all organizations including schools, colleges are full of them. According to Ciarrochi et al., (2001) emotional intelligence plays a potential role in aspects of everyday life. They reported that an individual’s perception, expression, understanding and management of emotions are directly related to the major life events that they have experienced. These emotions are then interpreted and adopted according to those life events, leading to life outcomes, either positive or negative, hence, the importance of being able to understand and manage an emotion is as it is applied to life.

1.1.1. Concept of Emotional Intelligence

Emotions appear to be engaged in all aspects of human interaction. Emotion is an organized response system that coordinates physiological, perceptual, experimental, cognitive and other changes into coherent experiences of moods and feelings (Smith & Lazarus, 1990). The term Emotional Intelligence first appeared in a paper by Beldoch (1964), later Payne (1985) used the term Emotional Intelligence for the first time in his doctoral thesis, *'A study of emotion: Developing emotional intelligence'*. However, prior to this, the term emotional intelligence was used by Leuner (1966). Greenspan (1989) also proposed an emotional intelligence model, followed by Salovey & Mayer (1990) and Goleman (1995). Emotional intelligence originates from the concept of social intelligence as identified by Thorndike (1920). He defined social intelligence as the ability to understand people (Fatt & Howe, 2003). EQ is also included in Gardner's (1983) inter and intra-personal intelligence in the Theory of Multiple Intelligence. These two intelligences comprise social intelligence. It is defined as inter-personal intelligence as the ability to understand other people while intra-personal intelligence is a correlative ability. It is a capacity to form an accurate model of one self and to use it effectively to operate throughout life. Emotional intelligence can be thought of as one member of an emerging group of potential hot intelligences that include social intelligence (Sternberg & Smith, 1985; Thorndike, 1920), practical intelligence (Sternberg & Caruse, 1985; Wagner &
Sternberg, 1985), personal intelligence (Gardner, 1983), non-verbal perception skills (Buck, 1984) and emotional creativity (Averill & Nunley, 1992).

Goleman (1995) brought emotional intelligence into the lime light. He viewed emotional intelligence as the ability to know and manage one's own emotions, recognize them in others and to handle relationships. Goleman (1995) further stated that emotional intelligence comprises of abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulses and delay gratifications, to regulate one's mood, to empathize and to hope. Goleman (1998) in his book 'Working with Emotional Intelligence' defined this term as the capacity for recognizing own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. His framework included 25 emotional competencies which can be grouped into five clusters. These are stated below -

4. *Empathy cluster:* empathy, organizational awareness, service orientation, developing others, leveraging diversity.
5. *Social skills:* leadership, communication, influence, change catalyst, conflict management, building bonds, team capabilities, collaboration and cooperation.

According to Roberts et al., (2001), Goleman argues for a more elaborate definition of the emotional intelligence construct than Mayer and Salovy (1997). Goleman includes a set of emotional competencies with each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve. Goleman posits that individuals are born with general emotional intelligence that determines their potential for learning emotional competencies (Boyatzis, Goleman & Rhee, 2000). Goleman’s Mixed Model of Emotional Intelligence has been criticized as mere ‘pop psychology’ by Mayer, Roberts & Barsade, (2008).
In view of Cooper (1997) emotional intelligence can be divided into five attributes which are as follows:

1. **Current environment**: It includes life pressures and life situations.
2. **Emotional literacy**: It includes emotional self-awareness, emotional expression and emotional awareness of others.
3. **EQ competencies**: It includes intentionality, creativity, resilience, interpersonal connections and constructive discontent.
4. **EQ values and attitudes**: It includes outlook, compassion, intuition, trust radius, personal power and integrated self.
5. **EQ outcomes**: It includes general health, quality of life, relationship quotient and optimal performance.

Emotional Intelligence was explained by Mayer and Salovey (1997) as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. The Cognitive model of Emotional Intelligence propounded by Mayer and Salovey (1997) comprises of four separate components. These components are arranged from more basic psychological processes to higher, more psychologically integrated processes. The lowest level concerns the (relatively) simple abilities of perceiving and expressing emotions. The highest level concerns the conscious, reflective regulation of emotions.

1. **Perceiving and identifying emotions**: It is the ability to recognize how you and those around you are feeling. It is also the ability to detect and differentiate between emotions in faces, pictures, voices and cultural artifacts including the ability to identify one's own emotions.
2. **Using emotions**: It is the ability to generate emotion and then reason with the emotion. It is also the ability to harness emotions to facilitate various cognitive activities such as thinking and problem solving.
3. **Understanding emotions**: It is the ability to understand complex emotions and emotional chains, how emotions change from one stage to another.
4. **Managing emotions**: It is the ability which allows one to manage emotions in oneself and in others.
However, Bar-On (1997) called emotional intelligence "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". He further stated that emotional intelligence develops over time and can be improved through training, programming and therapy. He also opined that a deficiency in emotional intelligence can lead to failures in attainment of goals and the existence of emotional problems.

Saarni (1997) explained emotional competence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. She defined emotional competence as the demonstration of self-efficacy means in emotion eliciting social transactions. Self-efficacy means that the individual believes that he or she has the capacity and skills to achieve a desired outcome. She has identified eight skills of emotional intelligence:

1. Being aware of one's own complex emotional state;
2. Being able to discern others' emotional state;
3. Being able to state and communicate one's emotions;
4. Being able to understand that we and others don't always show emotions accurately;
5. Being able to feel with and for others;
6. Being able to cope with different emotional communications when relating to others;
7. Being aware of emotional communications in interpersonal relationship; and
8. Being aware that one is in-charge of one's feelings and may choose one's emotional response in a given situation.

Hein (2001) is of the opinion that emotional intelligence is the mental ability underlying the emotional sensitivity, awareness and management skills which help us maximize our long term health, happiness and survival. Whereas, according to Mayer, Salovey and Caruso (2000), emotional intelligence is the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion. They examined three different meanings of the term, firstly as Zeitgeist; it is the dominant set of ideals and beliefs that motivate the actions of the members of a society in a particular period in time, which they defined as an intellectual or passionate trend that characterizes the moment; secondly as a set of
personality traits, which is the most common meaning of the term; and lastly, as a set of abilities having to do with processing of emotional information.

Bar-On (2000) in the Relational Model Emotional Intelligence, defined emotional intelligence in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands. It includes –

1. Intra-personal EQ: The ability to be aware of, to understand, and to express oneself;
2. Inter-personal EQ: The ability to be aware of to understand and to relate to others;
3. Stress management EQ: The ability to deal with strong emotions and control one's impulses;
4. Adaptability EQ: The ability to adapt to change and to solve problems of a personal or social nature; and
5. General Mood EQ: The ability to look at the brighter side of life and to enjoy oneself and others.

In this model, emotional intelligence has been seen more as an ability, or a mental skill to be distinguished from characteristic way of behaving (traits) and non-intellectual abilities (talents). Stein and Book (2000) remarked that emotional intelligence is a set of skills that enables us to make our way in complex world - the personal, social and survival aspects of overall intelligence, the elusive common sense and sensitivity that are essential to effective daily functioning.

Doty (2001) thinks that emotional intelligence can be observed through the appearance, gestures and actions of students. According to her, a student with high emotional intelligence can openly express feelings, read non-verbal language effectively, make decisions based on feelings and logic, accept self and others, can apply self-responsibility, communicate assertively, is motivated by personal meaning, is emotionally resilient, can promote the optimistic point of view, can identify the feelings of others, does not blame others for mistakes, reacts to hurt by processing feelings, reacts to grief by sharing feelings, usually feels respected and competent, is a good listener, and talks out problems or miscommunications. She is of the view that
emotionally intelligent persons exhibit cognizant awareness of self and others, approval of self and others, self responsibility, personal meaning, honesty and ethics.

The most recent model of emotional intelligence outlined by Goleman (2001) is a framework of four ability clusters comprised of 20 competencies in total. The abilities are similar to the previous models but are now grouped as -

i) Self-awareness    ii) Self-management

iii) Social awareness iv) Relationship management

According to Cherniss and Goleman (2001), emotional intelligence involves thinking with emotion and effectively communicating the outcome of that thinking. Kravitz and Schubert (2004) are of the view that emotional intelligence is the ability to understand and express emotions to meet the requirement of day-to-day living, learning, and of relating to others. They concluded that there are five emotional intelligence skills: (i) Self-awareness skills, (ii) social skills, (iii) optimism, (iv) emotional control, and (v) flexibility skills.

Emotionally intelligent people are aware of how they feel, what motivates and demotivates them and how they affect others; communicate and relate well with others; listen attentively and adapt their communications to others unique needs; have a positive and optimistic outlook on life and a mental attitude that energizes them to work steadily towards goals despite setbacks; handle stress calmly and use problem solving to develop options and adapt to changes.

Harmer and Fallon (2007) suggested that an individual’s emotional intelligence potential is related to his or her level of cognitive, emotional/affective, inter-personal, intra-personal and aesthetic development. Robbins and Judge (2009) are of the opinion that emotional intelligence is a person’s ability to be self-aware, recognizing his or her passions when experiencing them and detect emotions in others as well as manage emotional cues and information. Whereas, Segal and Smith (2013) see emotional intelligence as the ability to identify, use, understand and handle feelings confidently to ease stress, overcome challenges, empathize with others, and defuse conflict. Intelligence has to do with students’ ability to perceive, control and evaluate emotion that is usually helpful in assisting students to succeed. Thus, emotional intelligence can be summed up by words of Misra, (2007a) who stated that
the term emotional intelligence refers to emotional reasoning used to understand and manage expressions of emotions of self and others.

The secondary education system is very crucial for every nation and B.Ed.- a pre-service teachers training programme prepare teachers for all school going generation. So, the prospective teachers need to be emotionally balanced in order to nurture students in a better way. Emotionally literate teachers handle the emotions of their students effectively. But the classroom settings demand that during the training programme student-teachers must learn how to appreciate and accept differences in emotional expressions and management among children. They need to cultivate strong E.Q. skills. Generally, researchers claimed that students need early emotional intelligence programs in order to succeed in their environment because it incorporates a number of abilities, including the ability to be aware of one’s own and others emotions, to be able to manage those emotions, and to understand the complex relationships that can occur between emotions and likely emotional transition (Austin et al., 2005; Mayer & Salovey, 1997).

Emotions are an important part of one’s personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute to the psychological well-being of an individual. If prospective teachers are emotionally intelligent, they will be able to express their emotions positively, adjust better with their surroundings and people around them. Poulou and Norwich (2000) found that teachers perceive school and teacher factors as causal to emotional and behavioral difficulty and teacher training becomes crucial as a process of adopting patterns of thought and strategies for responding to students with emotional and behavioral difficulties. Emotionally intelligent teachers can handle their differences more effectively without blaming each other of the discord. Emotional intelligence will also help teachers to avoid stress and adjust at workplace. Application of emotional intelligence at workplace enables to enjoy a conducive work environment and helps to understand helpful critics as well as concentrate on goal and delay immediate gratification which is a pre-requisite for success.

Emotional intelligence enables teachers to cope with setbacks and difficulties in a better manner as compared to others who have a limited repertoire of competencies for emotional response. These types of teachers enables the students to
avoid a host of problems specially characteristics of adolescence such as loneliness, lack of concentration, being stubborn etc., which are just manifestation of lack of emotional intelligence. Boyd (2005) found that the children today come into the classroom with a variety of intellectual, social and emotional needs. Many demands are placed on teachers who attempt to meet those needs, while it is important to be knowledgeable about content, strategies and techniques associated with effective teaching. The teacher student relationship also affects student’s success. Teacher’s behavior matters to students in terms of relationships, perceptions and the feelings that the classrooms are emotionally safe. One cannot deny that an emotionally safe classroom is more conducive to learning. Curriculum Framework for Quality Teacher Education (1998) issued by NCTE has outlined clearly that a secondary teacher helps in improving the quality of human life in the context of multiple internal and external forces that impinge on man and society. Ingenuity of the teacher lies in understanding the national ethos, than in planning for teaching within this framework as a professional. This goal can only be achieved by the student-teachers if they are emotionally competent, mature and sensitive.

Bradberry (2014) opined that an individual’s emotional intelligence is the foundation for a host of critical skills—it impacts mostly everything one says and does each day. Emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence. The present pre-service teacher education programme (B.Ed.) prepares teachers for school going children and they are supposed to play the most important role in the teaching-learning process. Student-teachers may develop tension during their practice teaching due to the change in the working conditions, individualized instruction in a large class of students, their role as a helper to children of socially backward, emotionally disturbed, intellectually gifted, mildly handicapped or slow learner children, the pressure to complete the courses in a limited time and maintaining discipline in the class by using democratic methods etc.

The NCTE Curriculum framework envisages under the practical community based programmes, creativity and personality development programmes, work education, sessional work and other activities, aesthetic development programmes, preparation of lesson plan, achievement tests, psychological practical, preparation of
teaching aids etc. if these things are analyzed objectively and minutely, emotional intelligence might have a significant role to play in all these activities so that student-teachers might be able to cope better with the stress generated by work load and adjust with the B.Ed. training programme.

1.1.2. Significance of Emotional Intelligence for B.Ed. students

The emotional characteristics of teaching- evaluative, relational and political- constitute the context in which teaching takes place. Emotions and teaching are deeply interrelated in complex ways by epistemologically and constitutively. Rational, liberated and empowered teachers contribute towards better and higher quality of life. In the curriculum framework for quality teacher education (1998) it has been stated that ‘liberate the teachers and teacher educators from the prescribed pedagogical transactional strategies and evaluation principles. It would lead to greater innovativeness, self-assurance and self-confidence on their part’. The framework says that we would have to work hard in preparing and providing insightful, reverberative and expressive teachers to the nation.

For the preparation of teachers with incisive and analytical competencies, teacher education will have to be innovative and regularly bring new ideas and concepts in the curriculum. At the same time modify the curriculum as per the need of the time. Teaching is an emotional practice. In the words of Denzin (1984), “teaching is not just a technical or cognitive practice but also an emotional one”. This is because a tactful teacher seems to have the ability of instantly sensing what is appropriate, right or good thing to do on the basis of perceptive understanding of children’s individual nature and circumstances (Van 1995).

Emotions are at the heart of what teachers do and why they do it. Teaching is an emotional practice and we cannot ignore that teachers need support developing their own social and emotional competencies, so they can successfully regulate their emotions and manage the stress that comes with teaching. Teaching activates own feelings and the actions in which those feelings are embedded. Likewise, it affects the feelings and actions of others with whom teachers work and form relationships. Teaching also necessarily involves and depends upon extensive degree of emotional understanding. It calls not only for emotional sensitivity but also requires active
emotional labour. Thus, teaching is an emotional practice, conceiving the emotions as a central rather than a momentary part of teaching and schooling.

It is noted that there is often a significantly strong, personal, long lasting and emotional connection between a teacher and student (Nias 1989). The emotional reward of teaching fundamentally affects what teachers did as they adjust their teaching to what they learn about individual students. Teachers’ emotional connection with students and the social and emotional goals, they wanted to achieve as they taught those students, shaped and influenced almost everything they did, along with how they responded to changes that affected what they did. The emotional bonds that teachers have with their students is central to how they teach them, it affect what kinds of organizational structures teachers adopted as a context for teaching students and what kind of curriculum they have planned and selected for them.

Today’s youth needs care and attention, and teachers play a very influential role. It is the teacher who motivates the learner to complete education, especially in the case of secondary school (Patti 2006). Thus, secondary education is very crucial for the country and pre-service teacher programme prepares teachers for all school going generation. So, the teachers need to be emotionally balanced in order to nurture students in a better way. In National Policy of Education (1986), it was clearly stated that conscious efforts should be made through the curriculum to develop socio-cultural values. Keeping into consideration the above mentioned objectives and to achieve them through the successful methods, it appears that prospective teachers must possess emotional intelligence.

Emotional Intelligence affects individuals relationships with others and how one succeeds in life personally and professionally. According to Emmer (1994). Emotional Intelligence skills can help people to accept their shortcomings, potentialities, work optimally and develop healthy interpersonal relationships. It can be said that teaching is one of the profession that requires high level of Emotional Intelligence because unfortunately teachers more often experience negative emotions than positive ones (Negative emotions interfere in cognitive capacity for processing information (Eysenck & Calvo 1992), while positive emotions increase creative capacity for generating new ideas (Frederickson 2001). That is why the capacity to identify, understand and regulate both positive and negative emotions is essential in
the teaching profession. A teacher requires emotional competencies such as rapport, harmony and comfort while dealing with students. A teacher with high intelligence may not necessarily be high on these emotional competencies. Hence, teachers with high Emotional Intelligence seem to exhibit open and free expression of ideas which lead them to creativity and mutual respect.

It is observed that not every student learns through the same methods, is motivated in the same manner, or acts in the same way in a classroom. So, it seems apparent that recognizing differences in teaching and learning styles, as well as being able to connect with students, is important to produce a beneficial outcome. Only an emotionally literate teacher can handle the emotions and read the personality of students effectively. Now-a-days, children are getting into violence, drug abuse, crime and other related problems. This can be minimized if the teachers are sensitized towards the emotional void that these children have. When the security and warmth of the family is lacking as a result of consumerist and commercial society, the role of teacher becomes all the more crucial in fulfilling the emotional needs of the students in the school. Teachers can no longer afford to overlook this part of their duty. Researchers have shown that approaches to emotional and social competence of teachers have an impact on the behaviour of the students (Weare 2002). Hein (2001) found that Emotional Intelligence renders help to teachers in identifying feelings and to look after their unmet emotional needs. Thus, prospective teachers have an indispensable role in helping learners to develop their emotional intelligence.

Emotional Intelligence skills are a must for the future teachers in order to cope with stress. Byron (2001) is of the view that EQ might have significant relevance in the dynamic preparation and training of novice teachers, and teachers thereby improve their potential to reach out to students with socio-emotional learning. Teacher training institutions need to sensitize trainees for the adjustment, stress and emotional demands in the classroom and to be prepared to respond as well as cope with these situations. There is also a need to prepare teachers with the demands and effect of their own emotional well being and maintaining their emotional balance. According to McCown (1993), being emotionally literate is important. It makes teachers self aware, enables them to observe their emotional expressions, recognize their feelings, build their vocabulary for feelings and know the relationship between thoughts, feelings and reactions in various schools and colleges.
The education that we impart today focuses much on the cognitive aspect and we seldom give importance to the affective part. It has been accepted by all that education should help the student to solve the challenges of life and make successful adjustments. Although, there is ample literature which proves that emotional intelligence directly influences the adjustment of teachers as well as students (Friedlander et al., 2007; Dhiman et al., 2014; Mangala & Anwar 2012; Suri, 2012; Rajan 2012; Kumar 2011; Engelberg & Sjoberg 2004; Singh 2003. Thus, the pupil-teachers having high emotional intelligence are well adjusted in their personal and professional life. Developing Emotional Intelligence competencies is advantageous for the B.Ed. students who are unable to adjust in their college environment and lead a stressful life, by enhancing their emotional intelligence skills they can break through such problems. To develop emotional intelligence the individual should have control over his emotions.

Nevertheless, before teachers commence handling students’ emotions, it is undisputable that their emotional life must be established so as to positively impact students’ performance. According to Misra, et al., (2012) emotional intelligence also helps teachers to identify patterns in their emotional lives and reactions and help them to recognize similar patterns in others. Emotional Intelligence of teachers motivates the students, increases the optimism, joy and purpose of learning of students while decreasing the tendency of violence, depression and isolation in them. According to Bansibihari and Surwade (2006), teaching carried out by emotionally mature teachers would be more stable than that of emotionally immature or unstable teachers. Poulou and Norwich (2000) found that teachers perceive school and teacher factors as causal of emotional and behavioural difficulty and teacher training becomes crucial as a process of adopting patterns of thought and strategies for responding to students with emotional and behavioural difficulties. Emotionally Intelligent teachers can handle their differences more effectively without blaming each other for the discord. Emotional Intelligence will also help teachers to avoid stress at workplace. Application of Emotional intelligence at workplace enables to enjoy a conducive work environment and helps to understand helpful critics as well as concentrate on goal. Emotional intelligence enables teachers to cope with setbacks and difficulties in a better manner as compared to others who have a limited repertoire of competencies for emotional responses. This type of teachers enables students to avoid a host of
problems especially characteristics of adolescence such as loneliness, lack of concentration, being stubborn etc. which are just manifestation of lack of emotional intelligence.

Today students come into classroom with a variety of intellectual, social and emotional needs and an emotionally intelligent teacher can handle such students effectively (Boyd 2005). Curriculum framework for quality teacher education (1998) issued by NCTE has outlined clearly that a secondary teacher helps in improving the quality of human life in the context of multiple internal and external forces impinging on man and society. Ingenuity of the teacher lies in understanding the national ethos, then in planning for teaching within this framework as a professional. This goal can only be achieved by the student-teachers if they are emotionally competent, mature and sensitive. The classroom teaching apart from knowledge and methodology requires traits like effective communication, patience, calmness, perseverance, sympathy, optimism and fairplay. These activities are part of one’s emotional intelligence. Emotionally intelligent teachers will make their pupils learn self-control and develop in them the capacity to avoid stress, burnout and negative feelings (Mishra et al., 2012).

In view of Mangal (2002) we have to consider and plan resolutely about re-structuring and re-modelling our teacher education in-service and pre-service programmes, in a way that may accordingly result in the proper development of emotional intelligence and emotional competencies among teachers.

1.1.3. Importance of Emotional Intelligence Training for B.Ed. students

There is a strong belief that EI training enhances teacher competency, modifies behaviour and these modifications had a positive impact upon teacher practice. Bar-On (2000) posited that EI develops over time and that it can be improved through training, programming and therapy. Both descriptive and correlation studies regarding emotional intelligence notably originate from earlier efforts (Goleman1995), while recent studies are more inclined to concentrate more on the training of emotional intelligence. Due to the increasing stress, adjustment problems and teaching inefficiency of prospective teacher emotional intelligence
training is thought to be the remedy, developing a quality emotional intelligence program has become more and more crucial for researchers (Schutte et al., 2001). Reddy & Poornima (2012) also emphasized that the curriculum of teacher education should include Emotional Intelligence training. However, the resources providing exercises for emotional intelligence improvement are readily available but a review of these resources revealed a lack of detailed training program information related to research particularly those related to teacher-trainees (Jensen et al., 2007; Salami 2010; Lin et al., 2011).

Moreover, several studies showed that within the realm of emotional intelligence and the measurement of emotional intelligence improvement, there is lack of reporting regarding effective learning designs that have been empirically tested (Eichmann, 2009; Weis & Arnesen, 2007). Although there is lack of research evidences showing the combined effects of emotional intelligence training program on student-teachers (Schutte & Malouff, 2002; Austin et al., 2005; Lin et al., 2011), there are many studies that have evidenced the successful development of EI among employees and managers (Boyatzis, et al., 2002; Goleman 1998; Mayer & Salovey 1997; Murray, et al., 2006). There are several EI training programs in the field of management for example; the American Express program is one of the pioneering training programs aimed at increasing the trainees’ understanding of their own emotions and to find ways to manage their emotional reactions. It claimed positive job-related benefits to the participants and companies growth when compared to other units whose management did not take part in the training program (Cherniss & Caplan, 2001). In a related study, Boyatzis (2001) conducted a longitudinal study and revealed success in the development of emotional intelligence in MBA students, and the findings revealed improvement on emotional intelligence competencies (cognitive, self management, and relationship management). In another related study, Dulewicz and Higgs (2004) revealed statistically significant improvements in the managers total EQ score as well as on five of the seven elements of emotional intelligence. Therefore, it can be said that like in all other fields in teacher training too EI training should be given mandatory status. It is also assumed that EI training is a solution to various problems of the trainees. Emotional Intelligence efforts in organizations and academic institutes demonstrated that Emotional Intelligence can be developed in adults (Boyatzis 2009), and such development efforts result into positive
personal, professional, and organizational outcomes (Cherniss & Goleman, 2001; Goleman, et al., 2002; Bar-On, 2006). Based on these findings and the relationship between Emotional Intelligence and effective teaching (Latha & Anantasayanam, 2005; Nelson, et al., 2005; De Souza, 2004; Singh, 2003; More, 1998), it has been suggested that teachers and schools could benefit from developing teachers Emotional Intelligence (Brackett et al., 2009).

Dolev & Leshem (2016) opined that the EI training changes the perception of teachers about students, affects their behavior and role as teachers, as well as impacted their performance as a team and upon the school as a whole. Various studies lend support to claims that emotional intelligence competencies in adults can be actively developed through training (Boyatzis, 2007; Goleman, 1995; Neale et al., 2009). Emotional Intelligence training is found to contribute to effective teaching, enhanced self-awareness, enabled the participants to identify and understand self-behaviours and EI competencies and engage in EI development as well as to better understand students and form closer relationships with them (Stein & Book, 2000). Similarly, many researchers linked teachers ability to demonstrate interest, care and empathy and form positive relations to effective teaching (Brackett et al., 2009). It has been noted that effective EI trainings need to focus on personal development (Neale et al., 2009). Beyond individual changes, the training programmes are known to have positive impact upon the group of participants as a team. This could be an important outcome of the training, as teachers collaboration is important to their success and well-being (Samuel, 2010; Ciarrochi et al., 2001; Lather, 2009; Mack-Allen, 2005). High level of Emotional Intelligence is linked to the ability to form strong connections among people working together Cavins (2005), it is also suggested that relationships improve Fullan (2002). This draws support from Wenger’s theory of ‘communities of practice’ which focuses on learning as social participation (Wenger, 1998).

EI training creates significant increase in stress tolerance and assertiveness (Dolev & Leshem, 2016), both these competencies have been noted to contribute to effective teaching (Bar-Lev, 2006). Furthermore, in view of the high levels of stress commonly associated with teaching, equipping teachers with stress-coping skills is highly desirable (Palomera et al., 2008). Malek, et al., (2011) recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment. Emotional Intelligence also helps in student-teachers
adjustment (Panchavarnam, 2012). The B.Ed. training is vigorous and full time training it requires the trainee to be active, stress free, motivated and ready to take challenges. The training embodies several practical and non-practical sessions, classes, self-study and apart from that pupil-teachers personal life, which often leads to problems related to time management in trainees.

1.2. STRESS

1.2.1. The Concept of Stress

Stress is a common phenomenon of everyday life. The modern world, which is said to be a world of achievements, is also a world of stress (Pestonjee, 1990). Stress can be thought of as a (i) response i.e. the stress response to an extreme stimulus, as a (ii) stimulus i.e. as the stressor itself, and as an intervening variable. The concept of stress is elusive because it is poorly defined. It is understood by all when used in general context but by very few when a more precise account is required and this seems to be the central problem. With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. Stress varies in degrees or in intensity from person to person. All of us experience stress to some degree in one or another form throughout our lives. However, some forms of stress are pathological and lead to development of wide variety of symptoms and disorders. Prolonged exposure to stress leads to wide variety of physiological stress that may affect our health and functioning. In earlier times the term stress was used to denote hardship, strain, adversity and affliction. Later, the word stress was used in the context of physical science (Hinkle, 1973). But its scientific meaning was, in fact, given in early 20th Century. Stress is the process that occurs in response to the situations or events (called stressors) that disrupt or threaten to disrupt an individual’s physical, or psychological functioning (Taylor, 1995; Pestonjee, 1992; Baron, 2002; Lazarus & Folkman, 1984).

Otto (1986) described stress as a lack of fit between the external demands of the situation, the external resources and constraints, the internal demands of the individual and the internal resources and constraints perceived by the individual. These conceptions emphasise that stress involves the contribution of personal and external factors, the individual’s perception of these and the individual’s resulting negative response or reaction. It can be said that, stress is a many faceted process that
occurs in relation to events or situations in the environment called stressors. Although it is normal perception that stress is caused from negative events in our life, positive events such as getting selected for a course, getting married or receiving an unexpected job promotion can also produce stress (Brown & McGill, 1989).

Cox (1978) has described three classes of definitions. Stress can be thought of as a response (that is, stress response to an extreme stimulus), as a stimulus (that is, as a stressor itself) and as on intervening variable emphasizing upon the interaction between individual and environment. Levi (1987) has defined stress as conditions causing body to readapt. It can be said that here the term stress and stressor are used synonymously. In addition to these two definitions, stress is also defined as intervening variable whose meaning comes closest to the everyday meaning of the term. In fact, such definitions give emphasis upon the individual’s perceptions of the demands made by the environment and his ability to meet those demands. When the personal resources and the environmental demands do not match, stress arises.

In view of Schafer, (2002) ‘stress is arousal of mind and body in response to demand made on them’ and as such it cannot and should not be avoided. Rather it has to be contained, managed and directed owing to the fact that we constantly think, feel and act with some degree of arousal. Selye (1976) described stress as a non-specific bodily response to environmental stimuli which can directly influence a person’s psychological responses without any subjective assessment of these stimuli. The concept of stress, as number of researchers point out (Karasek, 1998; Cox, 1987; Kahn, et al., 1964) continues to be defined in several fundamentally different ways. Stress has been defined as a stimulus - response, to an environmental condition and as resulting from the interaction of misfit between the individual and environmental demands (French, et al., 1982; Kahn, 1964; Mc.Grath, 1970). The choice of one definition over another has typically been determined by the type of research question address (Parker & DeCotiis, 1983). Nevertheless, in an educational setting, the primary concern of most researchers has been exploring the relationship between stimulus and response. Stress is more commonly accepted as relationship in nature involving some sort of transaction between the individual and environment. Accordingly, stress occurs when a person appraises a given transaction with the environment as about to tax or to exceed that person’s resource, thus endangering well-being (Lazarus & Lunier, 1978).
The concept emphasizes the following to be the basic features associated with stress:

- Stress is the result of the interplay between the individual and his environment- physical, social and psychological.
- The interpretation or appraisal of the individual in respect to the situation facing him/her plays a key role in stress.
- The entire process of stress is dynamic rather than mechanical.
- Stress is a condition that forces a person to deviate from his/her normal functioning.
- Stress is an adaptive response, mediated by individual characteristic and/or consequence of any external action, situation or event that places special physical and psychological demands upon a person.
- The stimuli which cause stress are known as stressors and they are relevant only in the context of a target being a person or an organisation.
- These stressors may be individual, group based, organisational or extra-organisational in nature.

Hence, from all the above definitions it can be concluded that Stress is the demand made on people to which they respond and affects their physical, psychological and behavioral characteristics. Stress has been reported to affect psychological and physical health of a person (Dwyer & Cummings, 2001). Bowers & Kelly (1979) have pointed out four important characteristic of stressful events: -

- People feel a sense of loss of control of the events in their lives. They feel helpless to change what is going on and to successfully intervene in the process.
- There is and anticipation or occurrence of physical or psychological pain.
- There is a loss of social or emotional support.
- The events or some aspect of it is perceived as unpleasant and the individual tries to actively avoid it.
1.2.2. Stressors and its Types

A stressor is a chemical or biological agent, environmental condition, external stimulus or an event that causes stress to an organism. An event that triggers the stress response may include: environmental stressors. Anything, any event or a situation that give rise to stress is called as a Stressor. Different stressors differ in a number of ways. According to Lazarus & Folkman, (1984) stressors can be classified into following three types:

- **Background stressors**: They are repetitive and persistent events that may form routine elements of our lives. The effect of such stressors upon health is chronic rather than acute and results from long rather than short term exposure.

- **Personal stressors**: They are events or conditions that occur in a person's life that may adversely impact on the individual's or their family's health or wellbeing. It may occur directly, such as personally experiencing a serious illness, or indirectly, such as having a family member with a serious illness.

- **Cataclysmic events**: Something that is violently destructive such as natural disasters, but cataclysmic can describe other life events as well such as academic failure, job rejection etc.

There are varieties of sources of stress. Pestonjee (1992) has outlined three important sectors of life from which stress may arise: (i) job and organisation, (ii) social sector and (iii) intra-psychic sector. Brown et al., (1986) has listed categories of stress:- Customary life events, Unexpected life events, Progressive life events, Accumulating situational events, Personality disorders and Value dependent traits. Taylor (1995) has concluded that there are three major logically preceeding sources of stressful behaviour: Stressful life events, Stress in work place (work stress) & families. According to Sharma et al., (2001) there are four accepted causes of Stress for teachers –

i. **Physical Stress**: It arises due to the nature of work; it may develop physical stress in teachers.

ii. **Emotional and Mental Stress**: It is the kind of stress that develops when a person is not in harmony with his surroundings.
iii. **Stress due to Students:** Attitude and behaviour of students (aggressive students, irritating students) is a common cause of stress among teachers.

iv. **Stress due to our relations with colleagues and other people.**

### 1.2.3. Stress in the lives of B.Ed. students

No system of education can rise above the level of its teachers, if the teachers are indifferent to their profession; all the facilities are likely to be under-utilized. Thus, the whole system of education can be affected. The teachers play the most vital role in determining the quality of education. The teacher's job involves many tasks, but the most important task is teaching. Effective teachers are not only born but they are trained. Teachers play the most important role in the teaching-learning process. In our society teachers are exposed to pressures from all the sides. This can make a teacher stressful. Stress has long been an issue of psychological and philosophical speculations. Stress is currently a phenomenon that must be recognized and addressed in various professions and the teaching profession is no exception (Chew-Graham et al., 2003). Stress in the workplace can cause fatigue, anxiety, depression and burnout. Some teachers lack coping mechanisms to combat excess stress effectively, and this in turn can lead to absenteeism, depression, frustration, hypertension, and other serious physical conditions. Knowledge about stressors could be valuable in order to avoid and/or manage factors causing stress to teachers.

In the educational setting of teacher training colleges, stress adversely affects the B.Ed. students learning efficiency, teaching efficiency, causes adjustment problems and affects the overall performance of the trainee. This also poses problems for teacher educators and the administration. Teaching competencies of a pupil-teacher mainly depend upon his psychological state of mind. Psychological stress is manifested by feelings of frustration, great pressure and lack of control over one's emotions and environment (Werner, 1980). Stress arises when individuals perception of the demands made by the environment and his/her personal resources do not match. Stress also leads to emotional exhaustion (Cohen 1983). It has been proved that Emotional Intelligence has strong negative relationship with burnout syndrome (Kokkinos & Stavropoulos, 2016; Saiiari, et. al., 2011; Vaezi & Fallah, 2011; Gupta & Das, 1990) and anxiety (Singh, 2011; Upadhayaya, 2008a). Work-related stress has
become a major factor affecting the well-being of members of teaching profession. Stress is perceived not only by teachers but also by prospective teachers. It has been proved that those with a stronger sense of perceived control are more likely to avoid stressful situations and are better at coping with stressful life circumstances (Glass, et al., 1993; Thompson, et al., 1993). According to Ciarrochi, Chan and Caputi (2000) emotional intelligence protects people from stress and leads to better adaptation. Similarly, Epstein (1999) believed that emotional intelligence is associated with better stress management and Taylor (2001) suggested that emotional intelligence can relieve human beings from psychological stress.

Norman and Derek (1989) proposed a Hybrid Model of Teachers Stress that relates an information processing account of factors within the teachers to a social situational account of these teachers who play out episodes in real situations. The most general influence on teachers, present emotional state is- (i) Core stress which sensitizes, (ii) Ambient life stress, which further sensitizes, (iii) Anticipatory stress, which then exerts direct influence and (iv) Situational disturbances. The individual teacher then relates to potential stress situations via modes of interpersonal transaction that offer varying degrees of stress protection.

Teachers stress is defined as an uncontrollable feeling, negative emotion and disappointment, sources from their work aspects as a teacher. Stressed teachers are someone with their uncontrollable emotion towards changes in education. Normally, high level of stress leads to work dissatisfaction, work absenteeism and work abandonment. (Kumar & Singh 2012). When one joins teaching profession, they perceive that they have to perform many long term tasks which require development of mastery over adaptive activities (Misra, 2014):

- Adjustment to shifts in role definitions and expected behaviour.
- Relocating oneself in the new social network.
- Reorganisation of one’s personal and social support resources.
- Develop skill of cognitive reappraisal of one’s intention and daily activities.
- Management of unstable or changing expectations.

Most student-teachers are bound to move away from their homes to attend B.Ed. training institutions. Such transition to higher institutions or colleges usually
reduces contact and social support from friends and family members. Difficulties in handling the stressors/challenges associated with the transition may lead to decreased academic performance and increased psychological stress (Friedlander et al., 2007). Researchers have shown that students’ stress level at the beginning of the course predicted their academic, social, personal-emotional and overall adjustment later (Friedlander et al., 2007; Jamara. et al., 1996; Pancer et al., 2000; Pritchard, et al., 2007; Solberg, et al., 1994; Wintre & Yaffe, 2000). However, Kerr. et al., (2004) opined that stress will predict adjustment to college.

1.2.4. Coping Strategies

Coping refers to efforts to master conditions that tax or exceed adaptive resources (Monar & Lazarus, 1977). One cannot remain in continuous state of tension. To deal with stress some strategy is adopted by an individual, it could be a conscious and deliberate attempt or an unconscious one also known as avoidance coping strategy. The term ‘coping’ has two connotations in stress literature. It has been used to denote the way of dealing with stress, or the effort to ‘master’ conditions of harm, threat, or challenge when a routine or automatic response is not readily available (Lazarus, 1974a). There are two different approaches to coping stress advocated by the researchers. Firstly, Byrne (1964) & Goldstein (1973) have emphasized general coping traits, styles or dispositions. Secondly, Cohen et al., (1983); Katz et al., (1970); Wolf & Goodell (1968) have preferred to study the active ongoing strategies in a particular stress situation.

In view of Pestonjee (1992) coping traits refer to a disposition to respond in a specific way in situations that are stressful. Coping traits are stable characteristics of persons who transcend all stressful situations. Coping style implies a broader, more encompassing disposition. Trait and style are fundamentally similar ideas. They refer to a characteristic way of handling situations, they are stable tendencies on the basis of which inferences are drawn about how an individual will cope in some or all types of stressful circumstances. An individual’s coping style or disposition is typically assessed by his personality tests, not by actual observation of what he says or does in a particular stressful situation (Yusoff et al., 2011).
Psychologists have identified two major ways in which people cope with stress they are: (i) Passive approach- In this a person decides to suffer or deny the experienced stress. (ii) Active approach- In this the person decides to face the realities of experienced stress and clarify the problem through negotiations with other members (Prateek, 1997). Coping can have an effect on three kinds of outcomes- psychological, social and physiological. Lazarus (1974) has emphasized the key role of cognitive processes in coping activity and the importance of coping in determining the quality and intensity of emotional reactions to stress. Individuals are constantly ‘self-regulating’ their emotional reactions. Lazarus (1974) further emphasized that the individual is actively appraising the situation rather than the environmental contingencies manipulating the individual’s behavior.

Although there are many ways to classify the coping responses most approaches distinguish between strategies that are active in nature and oriented toward confronting the problem, and strategies that entail an effort to reduce tension by avoiding dealing with the problem. Moos & Billings (1982) have organized the dimensions of appraisal and coping included in measurement procedures into three domains:

1. **Appraisal focused coping**: It involves attempts to determine the meaning of a situation and includes such strategies as logical analysis and cognitive redefinition.

2. **Problem focused coping**: It seeks to modify or eliminate the source of stress to deal with the tangible consequences of a problem or actively change the self and develop a more satisfying situation.

3. **Emotion focused coping**: It includes responses whose primary function is to manage the emotions aroused by stressors and thereby maintain effective equilibrium.

These categories, however, are not mutually exclusive. Their primary focus is on appraising and reappraising a situation, dealing with the reality of the situation, and handling the emotions arouses by the situation.

Maddi & Khoshaba (1984) have described two forms of coping:

1. **Transformational Approach**: It involves altering the events so they are less stressful. It is done by interacting with the events, by thinking about them optimistically and acting towards them decisively.
2. **Regressive Approach**: It includes a strategy wherein one thinks about the events pessimistically and acts evasively to avoid contact with them.

Approach or effective strategies of coping include efforts to increase physical and mental preparedness for coping (through physical exercises, yoga and meditation, diet management), creative diversions for emotional enrichment (music, art, theatre, etc.) and strategies of dealing with the basic problems (Pestonjee, 1992). Experiences of unpleasant emotions such as tensions, frustrations, anxiety, anger and depression resulting from aspects of work during the teacher training causes stress in student-teacher. Stress management is highly essential for prospective teachers as it affects their performance as a trainee and later on affects their job performance.

### 1.3. ACADEMIC ADJUSTMENT

#### 1.3.1 Concept of Adjustment

Adjustment is a continuous process. Each day we make countless adjustments, most of them are apparently insignificant and many of them are carried out more or less automatically with no particular thought and often without awareness. Adjustment is the process of adapting to something or an environment. In view of Parker et al., (2006) adjustment can be defined as behavioral process that individuals acquire for balance to enable them to solve their problems. A string of modification starts when needs arise and ends when it is solved. Adjustment means psychological survival, it goes along with maturation. According to Santrock (2008) adjustment refers to a continuous process by which a person changes his own behavior or tries to change the environment or bring changes in both to produce a satisfactory relationship with his environment. Mature people adjust well and immature people will have maladjustment within the individual as well as with people who are living around him. The prolongation such as maladjustment creates problems of maladjustment results in mental disorder and therefore for healthy living, adjustment is an important psychological phenomenon that every human species requires most. To be adjusted means a person need to balance the adjustment between his inner and outer self. One should be mentally as well as physically healthy. He or she should be socially as well as emotionally in tune with self and society. Overall adjustment means the individual is in equilibrium with self and surrounding (environment).
Generally, adjustment is discussed from various points of view namely biological, statistical and psychological, which are describe below,

- **Biological meaning:** According to the biological view, “adjustment is a mode of survival”. It is a process of living in which, individual strives to satisfy his needs and even modifies them.

- **Psychological meaning:** According to the psychological view, “adjustment is the process by which, individual strives to satisfy his needs and even modifies them”.

- **Statistical meaning:** According to statistical view, “adjustment is a matter of views”. Statistically, an individual can be regarded well-adjusted only when, he approaches the norm or group average and avoid deviations to either end psychologically.

According to Shaffer, (1961), “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”. Thus, we see that adjustment means reactions to the demands and pressures of social environment imposed upon the individual. The demands may be external (social and educational) or internal (emotional) to which the individual has to react. These two types of demands sometimes clash with each other and consequently make the adjustment a complicated process for the individual. Psychologists have interpreted adjustment from two important points of views. The first view being ‘adjustment as an achievement’ means how efficiently an individual can perform his/her duties in different circumstances such as education, profession and other social activities. The second view is ‘adjustment as a process’, which is of major importance to psychologists and educationists.

In view of Arkoff (1968), “Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment. Adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration.”

According to Tuckman & Monetti, (2010) adjustment is a process by which individuals attempt to maintain a level of psychological and physiological equilibrium. In view of Lopes & Salovey (2004) and Raju & Rahamtulla (2007)
adjustment is the individual’s ability to fulfill ones psychological needs and self-acceptance as well as enjoying life without any type of conflict. Adjustment means accepting social activities or participation in social activities. It equally implies that adjustment is meeting of psychological demands and accommodating oneself depending on the situation. Every individual is confronted with the problem of adjustment. Similarly, student-teachers adjustment (academic, social and emotional adjustments) are of great concern to educationists. It is noted that failure to meet the needs of pupil-teachers and their academic/educational and social problems confronting higher education students have great impacts on the learning outcome, emotional intelligence and their performance (Burgess et al., 2009).

1.3.2. Understanding the Process of Adjustment

Piaget (1952) used the term accommodation and assimilation to represent the alterations of oneself or environment as a means of adjustment. Boulter (2002) opined that adjustment is not a one-way process in which the individual conforms to the duties and requirements of others, but a two-way process because personal needs and environmental needs have to be modified. For any student and at any age developmental and academic challenges are among the issues that require attention. Needs of an individual are multi-dimensional. The situation that offers few barriers makes the person struggle to overcome them. The adjustment process is affected and modified by the individual’s experiences. There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. This leads to lack of control over emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life. Adjustment consists of two types of processes. The first one is fitting oneself into given circumstances and the second one is changing circumstances to fit one’s needs (McCown 1993). Adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment yields to the
person’s constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

Satisfaction of educational needs through social networks facilitates academic adjustments. Student-teachers learn the dynamics of the network from these experiences. Changes in the environment triggers the interpersonal activities that can help achieve the needs. This serves two purposes—meeting needs in the changed environment and increasing expectancy of meeting needs in the future. Thus, adjustment process engages inner-inner as well as an inner-outer relationship. This relationship could be harmonious or conflicting. The harmony and conflict within and among one’s behaviour, value-belief systems, affective reactions, etc. works as major determinants of adjustment. It is a continuous process but most of us are able to strike it. The very understanding of this process also makes us understand whether the other person is adjusted or not. Discordance and inconsistency within and among these determinants is interpreted as maladjustment.

A commonly noted process of adjustment can be broken into four fractions. Firstly one has a need or motive that makes him persist with goal directed behaviour. Secondly, to overcome the barriers, one explores various activities to overcome it. This is the moment when one also experiences thwarting of the needs. Thirdly, many of the exploratory behaviour are eliminated. Lastly, one learns how to achieve the goal. Successful accomplishment makes the person develop perfection in goal directed behaviour. However, the barriers are largely unanticipated and this makes adjustment a continuous process.

In a study Baker & Syrik (1999) have categorized and identified the different types of adjustment; which are as follows:-

- **Academic/educational adjustment:** It is studied in terms of students’ academic progress or achievement, but on a broader level, we might think of academic adjustment as involving not only students’ educational progress and achievement but also their attitude towards college, anxieties, loneliness, social support, student’s relationships with peers and teachers, and academic motivation.
• **Social adjustment:** Social adjustment is an effort made by an individual to cope with standards, values and needs of a society. It can be defined as a psychological process which frequently involves coping with new standards and values. It is the adaptation of a person to the social environment. Social adjustment may take place by adapting the self to the environment or by changing the environment.

• **Personal-emotional adjustment:** It is also referred to as psychological adjustment it is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. It involves maintaining emotional control and coping behavior.

• **Institution attachment/goal commitment:** It is the degree to which a person is determined in achieving a desired (or required) goal.

### 1.3.3 Characteristics of a well-adjusted person:

Mangal, (2006) has described certain characteristics of a well-adjusted person,

• **Awareness of his own strength and weaknesses:** A person must have knowledge about his positive points that increases his ability towards work and his negative points also that makes him weak. He tries to make capital out of his assets in some areas by accepting his limitation.

• **Respecting for self and others:** The dislike of one-self is a typical symptom of maladjustment. A well-adjusted person has respect for self and others, only then he will be able to get full cooperation of his students and colleagues in the classroom, institution and outside also.

• **Flexibility in behavior:** A well adjusted person should not be rigid in his attitude or way to his life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behavior.

• **A realistic perception of the world:** A well-adjusted person holds a realistic vision. He always plans, thinks and act pragmatically.

• **A feeling of ease with his surrounding:** A well – adjusted person feels satisfied with his surroundings. He fits in his home and society when
he enters into any profession. (eg. He has inclination towards teaching profession).

- **An adequate level of aspiration:** His level of aspiration is neither too low nor too high in terms of his own strengths and capabilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

- **Satisfaction of basic needs:** His basic organic, emotional and social needs are met 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.

- **Absence of critical or fault-finding attitude:** He appreciates the goodness in objects, persons or activities. He does not try to look for weakness and faults in others. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities, and wins their affection.

- **The capacity to deal with adverse circumstances:** He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it.

- **A 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 that he does not clash with his environment or with himself.

### 1.3.4 Academic Adjustment of B.Ed. students

The term “adjustment” was defined as a psychological process of adaptation, coping and managing problems, managing challenging tasks and requirements of daily life (Halonen & Santrok, 1997). Researchers have expressed serious concerns about the academic adjustment ability of teachers since at least the 1920s (Carnegie Forum on Education and the Economy, 1986; Ekstrom & Goertz, 1985, Haney, et al., 1987; Kerr, et al., 1983; Koerner, 1963; Lanier, 1986; Lee, 1984; Weaver, 1983). A sequence of adjustment begins when a need is felt and ends when it is satisfied.
Adjustment and integration are sometimes used interchangeably. Sax et al., (2000) defined academic adjustment of students as successfully understanding what is their educational requirement, academic expectation, developing effective study skills, adjusting to the academic demands of the college and not feeling intimidated by the challenges and criticism.

Educational or academic adjustment is defined as the interest in study and college (Sinha and Singh, 1997 cited in Karami, 1998). Educational adjustment inspires activities that increase achievement and efficacy of a student such as concentration and attention in the class, doing homework and assignments, planning, etc. It is also noted that academic adjustment is influenced by factors such as motivation, mental capabilities, family condition, educational system, personal skills, social and cultural factors, and psychological factors. A strong correlation has been reported between students’ adjustment at college and social and personal adjustment (Hartos & Power, 2000). Students who have made relatively early decisions to identify clear, purposeful educational goals tend to persist as compared with those who delay academic planning (Wessel, et al., 1978).

Taking on the new role of a teacher-trainee often brings new challenges and forces adjustment in existing roles (Lanier, 1986). Adjustment also involves disengaging from old roles that no longer exist for the student in the college environment, such as athlete (for those not participating in college athletics), or social leader (a role often lost for students moving from rural areas to urban areas or from a smaller college to a larger one or university). For most of them, the transition to the college classroom requires an adjustment of academic habits and expectations. They often must study harder, improve their study habits, and take their training more seriously. Classes are larger, instructors have differing teaching styles, the pace is faster, and written work is more frequent, reading assignments are lengthier, standards are higher, and the competition is more acute. Students need to learn to set and balance priorities, and for the teachers-to-be this includes balancing work (academic & non-academic), home, and college.

Kaljahi, (2016) provided a model for academic adjustment as a result of exploratory factor analysis, academic adjustment, was combined of four separated main variables named motivation, academic environment, self-confidence and
educational-institutional goals based on their integrants. Kumar, (1980) defined five aspects of Academic Adjustment, namely, level of aspiration, personal efficiency, study skills, personal relations and mental health. In a study Redd, Brooks & McGarvey. (2001) have described four major psychological indicators of academic adjustment which are academic self-concept, achievement motivation, institutional engagement, and educational aspirations and expectations. These factors are important indicators of students orientation toward academics and have been demonstrated to predict other important facets of educational adjustment, such as academic performance (Marsh, 1994). Therefore, the broader concept of academic adjustment involves more than simply a student’s scholarly potential. Motivation to learn, taking action to meet academic demands, a clear sense of purpose, and general satisfaction with the academic environment are also important components of academic adjustment (Baker & Siryk, 1989).

As we all know that teaching is a multi-faceted human activity. It involves a wide range of planning, strategies, interactions, organizational arrangement and material resources that take place in the teaching-learning process (Lanier 1986). Likewise, B.Ed. training programme involves various academic factors with which the pupil-teachers need to adjust in a short duration of time such as micro-teaching, practice-teaching, lesson planning, preparation of teaching aids, adjusting in the new environment of model school and students. But, the degree of academic adjustment experienced by each pupil-teacher varies depending on their background, experience, and prior education. A pupil-teachers successful transition into a teacher is evidenced to be associated with a combination of adjustments to academic habits and expectations. They often must study harder, improve their study habits, and take academic activities more seriously. Classes are larger, teacher educators have differing teaching styles, the pace is faster, assignments are more frequent, standards are higher, and the competition is more acute. Student-teachers need to learn to set and balance priorities, and for commuter and married pupil-teachers this includes balancing work, home, and college.

Laruan (2006) has also identified the adjustment problems and difficulties student-teachers encountered during training period. These are: (i) personal problems, (ii) teacher’s preparation problems, (iii) class participation problems, (iv) class management problems, (v) instructional problems, (vi) problems on evaluation, (vii)
emotional problems, (viii) problems on adjusting with other pupil-teachers and students, (ix) problems with school adjustments, (x) over extended and work load problems and (xi) problems in guidance. Other activities include Scout-Guide training, co-curricular activities, work experience, organisation of programmes etc. Along with all these activities matching up with the course becomes a very difficult endeavour. A pupil-teachers academic adjustment often guides his future adjustment to his work and environment.

Successful adjustment in teacher training depends largely on the student-teachers personal and social qualities (Beltran, 1992). The success also relies on how well teachers-educators trained student-teachers how to teach effectively, manage classroom discipline and other related functions. A major hurdle for the trainees during this time is managing emotions, developing autonomy, and developing interpersonal relationship (Chickering & Reisser, 1993). Teacher education institutions not only impart theoretical knowledge but also practical knowledge and skills on pedagogy. There are various activities involved in teaching program, which are designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables them to have a genuine task on the nature of teaching experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for student-teachers as an introduction in the field of teaching with the goal of helping to educate the future students. Student teaching leads to understanding of actual classroom teaching and management. It is a challenging task and involves hard work (Lee, 1984). However, such difficult tasks are regarded of having rendered invaluable services in helping prospective teachers.

Academic adjustment of the trainees depends on the background, experience, and prior education (Mahyuddin 2004). Adjustment to the training college will also vary depending on the size, mission (e.g., research intensive versus teaching intensive), affiliation (e.g., religiously affiliated institutions), and control (e.g., public versus private) of the institution in question. Chickering & Schlossberg (1995) point out those students who are attending college full-time, and living on campus tend to experience the most dramatic adjustment. Commuter students who are still living at home and maintaining friendships will experience slightly less change, and students who are attending part-time or correspondence courses and are balancing college,
work, and family may require the least adjustment. Pascarella & Terenzini, (1991) assert that adjusting to college entails the complementary processes of desocialization and socialization. Desocialization is the changing or discarding of selected values, beliefs, and traits one brings to college in response to the college experience. Socialization is the process of being exposed to and taking on some of the new values, attitudes, beliefs, and perspectives to which one is exposed at college. It is also the process of learning and internalizing the character, culture, and behavioral norms of the institution one is attending. Pascarella & Terenzini (1991) describe the transition from one educational institution to another as a "culture shock". This culture shock is especially acute for those students who come from a different environment, involving significant social and psychological relearning in the face of encounters with new ideas, new teachers and friends with quite varied values and beliefs, new freedoms and opportunities, and new academic, personal and social demands. Specific types of collegiate adjustment involve changes in roles, relationships, academic demands, and social demands (Maher 2012). In addition, some subpopulations of students will face specific educational adjustment issues depending on the institution in question. There are several demands (academic and non-academic) and relationships which a trainee has to cater to.

Successful adjustment to college during the first year is an area of increasing concern for most institutions of higher education (Tinto, 1993). The transition from colleges to training institutions is a major life change for many students. Entering teacher-training may mean getting new learning experiences and opportunities for psycho-social development. At the same time teacher-trainees may find B.Ed. training stressful because of the increasing academic demands and the establishment of new social relations. Academic adjustment or how well students deal with educational demands, includes motivation to complete academic work, success in meeting academic requirements, effort and satisfaction with the academic environment (Baker & Siryk, 2004). Previous studies have shown the relationship between several psychological factors with student-teachers adjustment which includes self-esteem (Friedlander, et.al., 2007) and emotional Intelligence (Summerfeldt, 2005).

New trainees need to adjust to changes in their relationships. They make new friends and develop new peer groups in training colleges. In fact, sometimes trainees who remain preoccupied with friends, from home tend not to adjust well to college.
Trainees often need to renegotiate existing relationships, especially with their educators and family (McGregor & Little, 1998). However, while remaining preoccupied with friends from home detracts from adjustment, trainees who maintain compatible relationships with their families are more likely to experience success in teaching. College is often a place where one is more likely to meet people who are different from oneself in terms of age, ethnicity, race, and socio-economic status (Mundt 1996). Establishing relationships may be a struggle for trainees who do not fit the institution's norms. For them this situation often results in initial feelings of marginalization and isolation. In college (depending on the particular type of institution), there also are often different types of relationships with faculty that trainees may have experienced in previous educational settings.

On the one hand, students are expected to be independent learners, yet there also exists the possibility of developing intellectual, collaborative, and social relationships with faculty. The social environment of college requires adjustment on the part of new teacher-trainees. They must learn to balance the many social choices they have with their academic responsibilities (Mudhovozi 2012). Developing new relationships represents an important element of social adjustment. There are specific adjustment issues for trainees of different backgrounds. Especially those from homogenous living environments will face attitudes, belief systems, and power structures that often work against people. In teacher training college's student-teachers come from varied backgrounds in terms of medium of study, gender, location, marital status, socio-economic status, trainees who have teaching experience and trainees who are fresh college pass outs, trainees with disabilities and belonging to varied age groups. Depending on the type and severity of their differences they may face a host of adjustment issues, including perhaps being independent for the first time and finding and establishing support services (Jean 2010). Older trainees may face issues of low confidence, low self-esteem, identity adjustment, and role stress to a more severe degree than traditional-age student-teachers.

Hence, it can be concluded that B.Ed. students academic adjustment during the period of training will determine to a large extent how well the trainee will be adjusted to his teaching job in future. A teacher is said to be well adjusted if he is satisfied with his job, maintain healthy relationships with colleagues, is able to achieve personal goals, and has good teacher-taught relation. Likewise, student-
teachers have good adjustment in all the aspects of their life if they are able to strike a balance between their academic, intellectual, emotional, social and other needs and at the same time they have a sense of satisfaction. In other words B.Ed. students academic adjustment can be understood as a behavioral process by which they maintain an equilibrium between their various educational needs or between the needs and obstacles of their educational environment. It may be useful to think of academic adjustment as an adjustment to how educational needs are met without creating discordance with the other life aspects of a student. Like all other types of adjustments academic adjustment is also individualized and specific to each individual related to their functional limitations (Jean, 2010).

1.4. TEACHING APTITUDE

1.4.1. Meaning of Aptitude

Aptitude deals with the role of human abilities or response capabilities as determinants of work behavior (Lubinski, et al., 1992). Aptitude is generally used in either of the two ways: (i) when we say that a man has a great deal of aptitude for art, meaning that he has in a high degree many of the characteristics which make for success in artistic activities: or (ii) when we say that a person lacks spatial aptitude, meaning that he lacks this specialized ability which is of varying importance in a number of different occupations. In the former instance, the word is used not to denote a unitary trait, nor even an entity of any sort, but rather a combination of traits and abilities which result in a person’s being qualified for some type of occupation or activity. Due to subtle differences between the various psychological constructs, a cobweb of misconceptions has developed about the construct “aptitude”. Often it is used as a synonym of intelligence, personality, capability and innate ability. Teaching Aptitude refers to aptitude in teaching profession. The term “aptitude” narrowly defined as the native or in born capacity of people in tasks requiring intellectual ability and skill. Aptitude is a condition symptomatic of a person’s relative fitness, of which one essential aspect is his readiness to acquire proficiency- his potential ability- and another is his readiness to develop an interest in exercising that ability. (Bingham 1942).

But according to the Warren's Dictionary of Psychology, aptitude is a “a condition or set of characteristics regarded as symptomatic of an individual’s ability
to acquire training in some (usually specified) knowledge, skill, or set of responses such as the ability to speak a language, to produce music etc.” The definition clarifies that: Aptitude is not necessarily innate. It is “the ability” to acquire, reflecting cumulative influence of the array of experience in everyday life. Essentially, aptitude is the result of both heredity and environment. The concept of aptitude is broad. It embraces any characteristic that predisposes to learning, which might include personality, intelligence, and knowledge. But the point is it is not solely reducible to any one of these. Simply defined, it is the potential to acquire or perform in a new situation.

Aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill, or a set of organized responses. A more general definition of aptitude has been proposed by Hahn and Maclean (1955). They point out that, aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills to demonstrate achievements. Aptitudes, thus, may be briefly regarded as potentialities which can be trained into special skills. An analysis of the definitions reveals the use of seemingly conflicting terms like natural or acquired, innate capacity or ability, potentiality or actual achievement and hereditary or environmental. The researcher feels, she is justified in accepting Bingham’s definition of an aptitude as it tries to give an eclectic solution of all the views expressed, the definition is as follows: “Aptitude refers to those qualities characterizing a person’s way of behaviour which serve to indicate how well he can learn to meet and solve a certain specified kinds of problem.”

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand (Webster's Medical Dictionary, 2002). It refers to part of a person's mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish.

According to Douglas, (2007) Aptitude refers to "quality of being fit for a purpose or position". If so, teacher aptitude is the quality of being fit for teaching profession. That is why, Teacher Aptitude is considered as the determinant factor of
effective teaching. If the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils (Rao, 2001).

1.4.2. Concept of Teaching Aptitude

Teaching aptitude is the most important criteria for success in the teaching profession. In times of modernization society needs competent, committed and skilled teachers. Therefore, it is quite essential for teacher-trainees to have high level of teaching aptitude along with proper training. Bingham (1942) defined Teaching Aptitude as – “a condition symptomatic in his readiness to acquire proficiency his potential ability and another is his readiness to development an interest in exercising his ability.” He makes a careful analysis of the term aptitude and confines its use to prognosis. According to him, an aptitude involves:

- Ability to acquire skills, knowledge, attitudes, etc.
- Readiness to acquire.
- Satisfaction in the job.

Bingham (1942) further explains, "Aptitude is a measure of the probability of success of an individual with training in a certain type of situation". He points out that aptitude is abstract in nature. It can be further explained:

- It is symptomatic or indicative of one's ability for particular work or job.
- It has predictive value.
- Training facilitates this capacity to become the actual ability.
- This is not a single factor, but, a composite of several elements.

According to Thorndike (1921), there are three types of aptitudes, viz., abstract or mechanical, concrete and social. Aptitude is further classified as verbal, numerical, spatial, motor, musical, social, natural, mechanical, teaching, academic, learning, etc. William & Lohnes, (1976), argued that "yesterday's achievement is today's ability and tomorrow's aptitude". Teaching needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002, Sept. 3).
According to Feiman & Nemser (2001), “aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses such as the ability to speak a language, to become an artist, to do mechanical work”. He further posits that “aptitude is different from skill and proficiency”. In continuation to further explanation of aptitude it is said that, “Aptitude refers to those qualities characterizing an individual’s ways of behavior which serve to indicate how well one can learn to meet and solve certain specified kinds of problems”.

Teaching aptitude is a condition or set of characteristics that estimates the extent to which the individual will profit from the specified course of training, or forecast the quality of his/her achievement in a new situation. According to Singh and Sharma (1998), teaching aptitude includes the following five areas:

i. Mental ability
ii. Professional information
iii. Adaptability
iv. Attitude towards children
v. Interest in Profession

Teachers have the most crucial role in promoting the quality of educational process and its products. The entire edifice of education is shaky if the teacher is weak and ineffective. Thus, an effective teacher is necessary for educational improvement, which we are striving to bring about. Teaching aptitude is one of the major determinants of teacher effectiveness (Vyas, 1982). It is also found to be a good predictor of teacher effectiveness (Beena, 1995). In a study of some psychological correlates of successful teachers Kukruti (1990) found that there is a positive relationship between teaching aptitude and success in teaching. The quality of teacher education can be improved by many methods viz., improving the curriculum, improving the practice teaching etc. However, the most important one seems to be the aptitude in teaching.

A variety of factors affect teachers aptitude, it is depended upon certain personal traits, intellectual and temperamental. These often enable the teacher to get over even drastic constraints imposed on his performance. The ability of a teacher is tested in classrooms. Teaching is a tricky blend of action, a way of contextualizing
knowledge. Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties in translating formal knowledge into effective practice (Blase, 2006). Teaching has to be a dialogue, not a monologue. Teachers must incorporate innovative and effective technologies and methods in their teaching. A teacher possessing high aptitude for teaching must be aware of the following essentials of teaching viz., plan a lesson, motivate students, curricular statements related, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, continuous and comprehensive evaluation, discipline, multi-level and multi grade activities, effective communication and interaction, etc.

Ediger (1991) opined that teachers are professionals; they must be viewed as trained educated beings within a profession. He further suggested approaches that will help a teacher-trainee to be a competent professional teacher. Namely, decision making, engaging in action research, handling profession, reading, attending professional meetings, conducting faculty meetings, taking university courses, being involved in departmental meeting, planning as in-service education program, participating in workshops, developing a school and doing self evaluation. According to Kennedy (2010) pupil-teachers have to face many problems inside or outside classrooms. They are related to cognitive, methodological, parental, societal, administrative, managerial, communicative, interactive and student based problems. A creative teacher can solve problems which are new to him, in a divergent manner. A teacher with creativity can arrange and implement new ideas and technologies in the teaching-learning process in order to enhance his performance.

According to Hadfield (1952), "mental ability is the full and harmonious functioning of the whole personality". A mentally able teacher can teach, guide and inspire his students properly to attain the goals of life. Each generation of pupils grow up in new context of patterns of interaction with others and in dealing with situations. Thus, the learning experiences set up by teachers must be tailored according to the need of the times; otherwise school will be experienced as an unreal world with outdated activities and knowledge. Teaching Aptitude is not something a teacher acquires at one moment in his professional development and then maintains in that same form thereafter (Sharma 2012). Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one's own teaching.
Anees, M. (2005) has provided substantial evidence favoring teaching aptitude, for quality education. Complexity and multi-dimensional nature of teaching aptitude warrants a comprehensive study of the factors related with it. A modern view of teaching aptitude includes professional activities on the school level, such as cooperating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions (Darling & Harmon 1998).

Malik. U, (2016) opined that teaching aptitude and teacher attitude increase the level of teacher efficacy. It is also noted from the previous researches that there are several common predictors of teaching effectiveness and teaching aptitude such as mastery of the subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills (Appadurai & Saraladevi, 2015). A teacher possessing all these skills to a reasonable extent can be a competent teacher. It is also seen that teaching aptitude appears to be a significant contributor to overall emotional health of a pupil-teacher. (Nelson, et al., 2005; More, 1998). Efficient pupil-teachers are those with high competency in subject knowledge and skills, they must possess profound knowledge of curriculum content and pedagogy so that they can enhance their performance. Medley (1982) suggests that prospective teachers competency such as behavior, skills and knowledge is related to their future job performance.

1.4.3. Teaching Aptitude and Teaching Learning Process

In recent years it has been the main concern of educationists to focus on teacher quality and teacher preparation (Cochran & Smith, 2006). In the whole teaching-learning process improving the quality of a teacher and enhancing their effectiveness has been one of the major issues to the researchers, educationists and policy makers. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Goldhaber, 2007; Kennedy, 2010; Rivkin, et al., 2005). Weisinger (1998) suggested that effective teachers are more likely to produce outstanding students. A large number of researches are focusing on the effects of teaching aptitude in enhancing the effectiveness of the teachers (Cochran, et al., 2005; Darling & Hammond, 2000; Konold et al., 2008). It is seen that teaching aptitude plays a significant role in creating effective teachers (Sharma 1971;
Vashistha, 1973; Mutha, 1984; Singh, 1987; Vyas, 1990; Beena, 1995). Teachers’ Training Programmes (TTP) or Teacher Preparation Programmes (TPP) are an obvious potential source of variability in teacher effectiveness (Boyd, et al., 2009; Farooq & Shahzadi, 2006; Gansle, et al., 2012). Almost all the education Commissions and Committees argued for the proper teacher training to develop the quality of education in India (Reports of the Education Commission, 1964-66; National Policy of Education, 1986; Secondary Education Commission, 1952-53). National Council for Teacher Education (NCTE), a statutory body of the Govt. of India, strongly recommends the quality development of the teacher education programme in India to produce efficient teachers.

In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitude, motivation and personality characteristics (Mitchell et al., 2001). Various previous researches signify that teacher-trainees aptitude for teaching is undoubtedly the most significant aspect which influences his future effectiveness and quality as a teacher. Thus, an effective teacher has great contributions to the quality development of education and to the national development. It is evident that emotional intelligence plays a vital role in assessing the effectiveness of a teacher (Latha & Ananthasayanam, 2005; Nelson, et al., 2005; De Souza, 2004; Singh, 2003; More, 1998). It is also noted that in an individual’s emotional intelligence capacities or competencies develop as a resultant of certain other qualities (Weisinger, 1998). Teaching aptitude to some extent can minimize the impact of Stress in student-teachers (Muraleedharan 2015). Teaching aptitude also helps in the adjustment of pupil-teachers (Bhutia & Dey 2015) Various findings reveals that Emotional Intelligence has positive relationship with Teaching Aptitude (Singh 2015; More, 1998). Hence, it can be concluded that good teaching aptitude will help in overall adjustment, stress reduction and lead to good emotional health of a B.Ed. student.

1.5. Genesis of the Problem

RadhaKrishanan (1965) stated, “What teachers do, the students follow, so they set example”. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society. The capacity to become proficient and to find in it a certain amount of zest, is of vital
importance for happiness and health of mind whether in school or college, in business
and government or in trade and industry. Misdirection of efforts is costly. Society as
well as the individual himself incurs considerable loss when ambitions are ill-directed.
Lack of emotional stability underpins most human unhappiness (Emma & Frank,
2004). Emotional intelligence is the capacity to create positive outcomes in
relationships with others and with oneself. Emotions influence cognition through
memory. In happy mood people think happy thoughts, while feeling sad tends to bring
negative memories and images in mind. The emotions or feelings we experience are
strongly determined by the interpretation or cognitive labels we select (Schutte, et al
2001). In view of Nussbaum, (2003) emotions shape what we are and what we do,
they influence our thinking, success and happiness. We need to start giving them the
importance they deserve and learn how to deal with them properly. The field of
emotions has been under-explored.

Teaching is an emotional practice which involves emotional relationships,
emotional understanding and emotional labor. Teachers have to value emotional
bonds with students and educate students as emotional and social beings. During the
B.Ed. training period, pupil-teachers have to go through many situations which cause
stress. Not only in the teaching profession but in other’s too, there are a large number
of people who are maladjusted and frustrated in their work (Sharma, 2012). The
classroom teaching apart from knowledge and methodology requires traits like
effective communication, patience, calmness, perseverance, sympathy, optimism and
fair play, these activities are part of one’s emotional intelligence. Bhasin (1998)
reported that classroom environment can enhance positive dispositions in students if
teachers receive appropriate training.

During the training period, student teachers have to go through many
activities. Some of the activities like maintaining discipline in the classroom,
preparation and execution of lesson plans, preparation of low cost material aids,
preparation of blue print for achievement test, administration and scoring of
psychological tests may work as a source of stress and adjustment problems among
student-teachers. They may experience strong feeling of satisfaction or dissatisfaction
with their performance during the training programme and with the environment of
the training institution (Singh, 2011). Due to the lack of coping mechanisms or
sometimes directly as a consequence of the stressful activities, student-teachers may
experience a host of emotional responses, which are either positively oriented such as hope, enjoyment, or passion, or are negatively oriented such as anxiety, frustration, depression and adjustment problems. These may influence student-teachers commitment level of their work and finally they may experience different levels of emotional exhaustion, depression or personal accomplishment as factors of burnout.

Thus, the teacher education curricula should stop neglecting emotions, and take the role emotions play in the classroom into serious considerations and act upon that. Students should be taught to control emotions and shape them in order to have an appropriate social conduct. Self-awareness and self-reflective understanding of emotions is necessary for the teacher and the student. This can be done by developing emotional intelligence skills among them. Emotional intelligence contributes to the emotional well-being of both the individual who possess it and those around him. The teaching profession requires emotional competencies such as rapport, harmony and comfort while dealing with students and an emotionally literate teacher can handle the emotions of students effectively (Singaravelu, 2007). An emotionally intelligent teacher can make a classroom emotionally intelligent and lead to expected behavioral modifications in pupils. They can motivate students, enhance innovation, increase performance, make effective use of time and resources, improve leadership qualities and do effective teamwork. According to Hein (2001), EQ helps teachers in identifying feelings and catering to unmet emotional needs. Emotional intelligence also helps teachers to avoid stress at workplace. Application of emotional intelligence at workplace enables to enjoy a conducive work environment. Studies have proved that emotional intelligence among teachers is positively related to mental health (Kaur, 2010; Besharat et al., 2005; Emma & Frank, 2004; Bar-on, 2003; Lamanna, 2000), Life satisfaction (Devi et al., 2011; Palmer et al., 2001). Self-esteem (Friedlander, et.al., 2016; Katyal, 2004). Teaching competence (Kaur, Sharma, 2011; David & Roy, 2010), Teacher effectiveness (Latha & Ananthasayanam, 2005; Nelson, et al., 2005; De Souza, 2004; Singh, 2003; More, 1998), Personality (Srivastava, 2006; Murensky, 2000; More, 1998; Fontana.D & Abouerie.R, 1993) achievement motivation (Khan & Kumar, 2008), and teaching motivation (Upadhyaya, 2008a; Mishra, 2006; Perry, Ball & Stacey, 2004).

Based on the above stated research findings it can be said that prospective teachers also need to be emotionally literate to become a successful teacher. Tucker et
al., (2001) reported that emotional intelligence is important for success in teaching. Goleman (1955) has emphasized that emotional intelligence of an individual plays a key role in his personal and professional life. Hence, it is being recognized that emotional intelligence plays a major role in reaching the top of the ladder of success in teaching and other professions. Byron (2001) is also of the view that EQ had significant relevance in the dynamic preparation and training of the novice teachers. Sharma (2015) in a study indicated some important aspects of emotional intelligence for prospective teachers. Studies have indicated that emotional intelligence among prospective teachers is positively related to attitude towards teaching profession (Mary & Samuel, 2010), Student-teacher performance (Okech, 2004), Academic success (Parker et al., 2004; Van Rooy & Viswesvaran, 2006) adjustment to college or university (Elias, et al., 2007; Parker et al., 2006; Westphal, 2007). Psychological well being (Kaur & Ram, 2010; Bar-On, 2005; Palmer et al., 2001; Martinez-Pons, 1997; Schutte et al., 1998; Salovey et al., 1995). Positive life experiences (Brackett et al., 2004; Goleman, 1998). Self efficacy (Samuel, 2010; Adeyemo & Ogunyemi, 2005). self-concept, achievement motivation (Saluja, 2010), Job satisfaction (Hekmatzadeh et al., 2015; Wong et al., 2010; Emma & Frank, 2004; Singh, 2000).

Strong emotions like love, anger, grief, joy, fear, hatred, jealousy are subject to change. Emotions may be creative products. According to Averill & Nunley (1992), positive emotions promote greater creativity, which is an essential characteristic of teaching profession. Having knowledge about ones feelings is less an act off discovery than it is an act of creation (Morgon & Averill,1992). Creative individuals experience conflicts with their peers, teachers, parents and members of community. To overcome this, what they need is emotional intelligence. Emotional intelligence enables a person to maintain or increase positive moods and can thus be indirectly involved in enhancing creative thinking (Isen, 2001). An emotionally intelligent teacher would use his knowledge about moods and thinking to influence his performance and engage in better classroom management. An emotionally competent teacher is likely to emphasize responsible behaviour on the part of his students by placing himself as role model and through formalizing classroom activities in an appropriate manner.

Teaching competencies of a pupil-teacher mainly depend upon his psychological state of mind. Psychological stress is manifested by feelings of
frustration, great pressure and lack of control over one's emotions and environment (Werner, 1980). Stress arises when individuals' perception of the demands made by the environment and his/her personal resources do not match. Stress also leads to emotional exhaustion. It has been proved that Emotional Intelligence has a strong negative relationship with burnout syndrome (Kokkinos & Stavropoulos, 2016; Saiiari, et. al., 2011; Vaezi S & Fallah N, 2011; Gupta & Das, 1990) and anxiety (Singh, 2011; Upadhayaya, 2008a). Work-related stress has become a major factor affecting the well-being of members of the teaching profession. Stress is perceived not only by teachers but also by prospective teachers. Emotional intelligence can help student-teachers in understanding the emotions and managing the expression of emotions as well as to control and cope with stress. It has been proved that those with a stronger sense of perceived control are more likely to avoid stressful situations and are better at coping with stressful life circumstances (Glass et al., 1993; Thompson, et al., 1993). According to Ciarrochi, Chan and Caputi (2000) emotional intelligence protects people from stress and leads to better adaptation. Similarly Epstein (1999) believed that emotional intelligence is associated with better stress management and Taylor (2001) suggested that emotional intelligence can relieve human beings from psychological stress.

According to Cherniss and Goleman (2001), emotional intelligence involves thinking with emotion and effectively communicating the outcome of that thinking. Kravitz and Schubert (2004) are of the view that emotional intelligence is the ability to understand and express emotions to meet the requirement of day-to-day living, learning, and of relating to others. A large number of studies suggest that the capacity to decode, understand, and regulate emotions, interaction with other people, manage relationship are associated with emotional, social and academic/educational adjustment of an individual (Saarni, 1999; Jensen et al., 2007; Low & Nelson, 2005; Goleman, 1998; Mayer & Salovey, 1997; Chan, 2003; Vela, 2003). Among higher education students, emotional abilities are positively associated with the quality of social interactions (Lopes, et al., 2004; Paulo, et al., 2004), pro-social behaviour (Brackett & Mayer, 2003), positive mood and higher self esteem (Schutte et al., 2002), social adjustment (Chan, 2003), and academic success (Abdallah, et al., 2004). It is important to note that different authors have proposed conceptualization of emotional intelligence and the asserted to the prominent role of it to assist student’s success.
during their course of study. A wide range of research findings from the field of psychology (Goleman, 1998) training programs (Ogunyemi, 2008) and social skills (Pasha & Golshekoh, 2008) all provide evidences for people’s ability to improve their emotional and social competencies with sustained efforts through systematic programmes of training.

During the course of review work the researcher has not come across any substantial work addressing the problems of academic adjustment through enhancement of emotional intelligence of prospective teachers. However, some researchers advocated for development of emotional intelligence skills to maximize student’s social and academic/educational adjustment among university students through the use of emotional intelligence training program.(Lin, 2011; Salami, 2010; Schutte & Malouff, 2002; Austin, et al., 2005). How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs (Singh, 2010). Several studies have proved that attitude of teacher influences the behaviour of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society (Sharma, 1984). Thus, teachers are expected to possess positive attitude towards teaching profession. Similarly, teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and obligations should have aptitude for teaching.

Related studies also revealed that, there are many other factors which have dominant roles on teaching aptitude of prospective teachers such as adjustment, academic success, teaching aptitude and the personality traits (Kaur, 2010). William & Paul (1976) argued that "yesterday's achievement is today's ability and tomorrow's aptitude". Teaching requires knowledge, communication skill and teaching aptitude (The Hindu, 2002). Therefore, in teacher education program it is imperative to give adequate value to teaching aptitude of student teachers. Thus, for selecting students for teacher training it is essential to have an aptitude test. It is fortunate that many universities now started using aptitude component in their B. Ed. entrance examinations.

Prospective teachers are challenged in knowing themselves better, in understanding the nature and aspirations of their students, and in acquiring the basic teaching skills in making a critical analysis of the various problems related to
teaching. Their practice teaching experience helps them develop their competencies in teaching as well as their social skills. It is a known fact that student teachers lack the skills and capability to perform with success the role of a teacher. They experience problems and difficulties as regards instruction, classroom management, evaluating learning outcomes, school, learners, teachers and community adjustment and others. Problems which confront them require urgency and importance to minimize their prevalence to make them develop and sustain self-efficacy thus perform with quality and excellence. Success in student teaching depends largely on the student teachers personal and social qualities (Beltran, 1992). The success also relies on how well teacher educators’ trained B.Ed. students how to teach effectively, manage classroom discipline and other related functions. During the student teaching phase, the student teacher develops either a genuine love for or an aversion for teaching.

There is lack of research work in the area of relationship between emotional intelligence, stress, academic adjustment and teaching aptitude among B.Ed. students. Therefore, an attempt has been made to study the emotional intelligence among B.Ed. students in relation to stress, academic adjustment and teaching aptitude. It was the intention of this research to investigate and analyse the problems and difficulties encountered by student-teachers and synthesized findings that may guide and influence the performance of future B.Ed. students while they are in their training. This study will also stimulate the academic bodies and teacher educators to plan and prepare the prospective teachers for the fast changing society in light of the feedback received. Furthermore, considering the fact that gender and stream may have affect on the emotional intelligence, stress, academic adjustment and teaching aptitude of the B.Ed. students. The present study also considered gender and stream as second level independent variables to determine influence of stress, academic adjustment and teaching aptitude on emotional intelligence of B.Ed. students.

1.6. DEFINITION OF THE TERMS USED

Emotional Intelligence

Emotional Intelligence refers to emotional reasoning. It points to the ability to express one’s emotions, understand one’s own and other’s emotion regulate one’s own emotions and manage emotions of others.
Stress

Student-teacher’s stress may be defined as the experience by a student-teacher of unpleasant emotions such as tensions, frustrations, anxiety, anger and depression resulting from aspects of his work as a student-teacher.

Academic Adjustment

Academic adjustments are modifications in how B.Ed. students participate in classes and activities. These modifications allow them to meet standards. Academic adjustments give student teachers equal access to the educational opportunities of the training programme.

Teaching Aptitude

Anyone who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also, the aims and processes of education.

B.Ed. Student

It refers to those B.Ed. students who are studying in the B.Ed. course through regular programme.

1.7. STATEMENT OF THE PROBLEM

The problem for the present study has been stated as “A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO STRESS, ACADEMIC ADJUSTMENT AND TEACHING APTITUDE OF B.Ed. STUDENTS”.

1.8. OBJECTIVES OF THE STUDY

Main Objectives

Objectives for the study are as follows:

1. To study the relationship between emotional intelligence and stress of B.Ed. students.

1.1 To study the relationship between emotional intelligence and stress of male B.Ed. students.
1.2 To study the relationship between emotional intelligence and stress of female B.Ed. students.

1.3 To study the relationship between emotional intelligence and stress of arts stream B.Ed. students.

1.4 To study the relationship between emotional intelligence and stress of science stream B.Ed. students.

2. To study the relationship between emotional intelligence and academic adjustment of B.Ed. students.

2.1 To study the relationship between emotional intelligence and academic adjustment of male B.Ed. students.

2.2 To study the relationship between emotional intelligence and academic adjustment of female B.Ed. students.

2.3 To study the relationship between emotional intelligence and academic adjustment of arts stream B.Ed. students.

2.4 To study the relationship between emotional intelligence and academic adjustment of science stream B.Ed. students.

3. To study the relationship between emotional intelligence and teaching aptitude of B.Ed. students.

3.1 To study the relationship between emotional intelligence and teaching aptitude of male B.Ed. students.

3.2 To study the relationship between emotional intelligence and teaching aptitude of female B.Ed. students.

3.3 To study the relationship between emotional intelligence and teaching aptitude of arts stream B.Ed. students.

3.4 To study the relationship between emotional intelligence and teaching aptitude of science stream B.Ed. students.

4. To compare the emotional intelligence of B.Ed. students with high, moderate and low stress.

4.1 To compare the emotional intelligence of male B.Ed. students with high, moderate and low stress.

4.2 To compare the emotional intelligence of female B.Ed. students with high, moderate and low stress.
4.3 To compare the emotional intelligence of arts stream B.Ed. students with high, moderate and low stress.

4.4 To compare the emotional intelligence of science stream B.Ed. students with high, moderate and low stress.

5. To compare the emotional intelligence of B.Ed. students with high, moderate and low academic adjustment.
   5.1 To compare the emotional intelligence of male B.Ed. students with high, moderate and low academic adjustment.
   5.2 To compare the emotional intelligence of female B.Ed. students with high, moderate and low academic adjustment.
   5.3 To compare the emotional intelligence of arts stream B.Ed. students with high, moderate and low academic adjustment.
   5.4 To compare the emotional intelligence of science stream B.Ed. students with high, moderate and low academic adjustment.

6. To compare the emotional intelligence of B.Ed. students with high, moderate and low teaching aptitude.
   6.1 To compare the emotional intelligence of male B.Ed. students with high, moderate and low teaching aptitude.
   6.2 To compare the emotional intelligence of female B.Ed. students with high, moderate and low teaching aptitude.
   6.3 To compare the emotional intelligence of arts stream B.Ed. students with high, moderate and low teaching aptitude.
   6.4 To compare the emotional intelligence of science stream B.Ed. students with high, moderate and low teaching aptitude.

7. To find out the extent to which stress, academic adjustment and teaching aptitude contribute to the prediction of emotional intelligence of B.Ed. students.
   7.1 To find out the extent to which stress, academic adjustment and teaching aptitude contribute to the prediction of emotional intelligence of male B.Ed. students.
   7.2 To find out the extent to which stress, academic adjustment and teaching aptitude contribute to the prediction of emotional intelligence of female B.Ed. students.
7.3 To find out the extent to which stress, academic adjustment and teaching aptitude contribute to the prediction of emotional intelligence of arts stream B.Ed. students.

7.4 To find out the extent to which stress, academic adjustment and teaching aptitude contribute to the prediction of emotional intelligence of science stream B.Ed. students.

**Subsidiary Objectives**

In the process of accomplishing the above mentioned objectives, following subsidiary objectives have also been realized –

1. To compare the Emotional Intelligence of male and female B.Ed. students.
2. To compare the Stress of male and female B.Ed. students.
3. To compare the Academic Adjustment of male and female B.Ed. students.
4. To compare the Teaching Aptitude of male and female B.Ed. students.
5. To compare the Emotional Intelligence of Arts stream and Science stream B.Ed. students.
6. To compare the Stress of Arts stream and Science stream B.Ed. students.
7. To compare the Academic Adjustment of Arts stream and Science stream B.Ed. students.
8. To compare the Teaching Aptitude of Arts stream and Science stream B.Ed. students.
9. To develop an Academic Adjustment Inventory (for B.Ed. students).

**1.9. RESEARCH HYPOTHESES**

Following hypotheses are formulated to achieve the objectives:

1. There is no significant relationship between emotional intelligence and stress of B.Ed. students.
   1.1 There is no significant relationship between emotional intelligence and stress of male B.Ed. students.
   1.2 There is no significant relationship between emotional intelligence and stress of female B.Ed. students.
1.3 There is no significant relationship between emotional intelligence and stress of arts stream B.Ed. students.

1.4 There is no significant relationship between emotional intelligence and stress of science stream B.Ed. students.

2. There is no significant relationship between emotional intelligence and academic adjustment of B.Ed. students.

2.1 There is no significant relationship between emotional intelligence and academic adjustment of male B.Ed. students.

2.2. There is no significant relationship between emotional intelligence and academic adjustment of female B.Ed. students.

2.3. There is no significant relationship between emotional intelligence and academic adjustment of arts stream B.Ed. students.

2.4. There is no significant relationship between emotional intelligence and academic adjustment of science stream B.Ed. students.

3. There is no significant relationship between emotional intelligence and teaching aptitude of B.Ed. students.

3.1 There is no significant relationship between emotional intelligence and teaching aptitude of male B.Ed. students.

3.2. There is no significant relationship between emotional intelligence and teaching aptitude of female B.Ed. students.

3.3. There is no significant relationship between emotional intelligence and teaching aptitude of arts stream B.Ed. students.

3.4 There is no significant relationship between emotional intelligence and teaching aptitude of science stream B.Ed. students.

4. There is no significant difference in the emotional intelligence of B.Ed. students with high, moderate and low stress.

4.1 There is no significant difference in the emotional intelligence of male B.Ed. students with high, moderate and low stress.

4.2 There is no significant difference in the emotional intelligence of female B.Ed. students with high, moderate and low stress.
4.3 There is no significant difference in the emotional intelligence of arts stream B.Ed. students with high, moderate and low stress.

4.4 There is no significant difference in the emotional intelligence of science stream B.Ed. students with high, moderate and low stress.

5. There is no significant difference in the emotional intelligence of B.Ed. students with high, moderate and low academic adjustment.

5.1 There is no significant difference in the emotional intelligence of male B.Ed. students with high, moderate and low academic adjustment.

5.2 There is no significant difference in the emotional intelligence of female B.Ed. students with high, moderate and low academic adjustment.

5.3 There is no significant difference in the emotional intelligence of arts stream B.Ed. students with high, moderate and low academic adjustment.

5.4 There is no significant difference in the emotional intelligence of science stream B.Ed. students with high, moderate and low academic adjustment.

6. There is no significant difference in the emotional intelligence of B.Ed. students with high, moderate and low teaching aptitude.

6.1 There is no significant difference in the emotional intelligence of male B.Ed. students with high, moderate and low teaching aptitude.

6.2 There is no significant difference in the emotional intelligence of female B.Ed. students with high, moderate and low teaching aptitude.

6.3 There is no significant difference in the emotional intelligence of arts stream B.Ed. students with high, moderate and low teaching aptitude.

6.4 There is no significant difference in the emotional intelligence of science stream B.Ed. students with high, moderate and low teaching aptitude.
7. Stress, academic adjustment and teaching aptitude contribute significantly to the prediction of emotional intelligence of B.Ed. students.

7.1 Stress, academic adjustment and teaching aptitude contribute significantly to the prediction of emotional intelligence of male B.Ed. students.

7.2 Stress, academic adjustment and teaching aptitude contribute significantly to the prediction of emotional intelligence of female B.Ed. students.

7.3 Stress, academic adjustment and teaching aptitude contribute significantly to the prediction of emotional intelligence of arts stream B.Ed. students.

7.4 Stress, academic adjustment and teaching aptitude contribute significantly to the prediction of emotional intelligence of science stream B.Ed. students.

Subsidiary Hypothesis

1. Male and female B.Ed. students do not differ from one another on Emotional Intelligence.

2. Male and female B.Ed. students do not differ from one another on Stress.

3. Male and female B.Ed. students do not differ from one another on Academic Adjustment.

4. Male and female B.Ed. students do not differ from one another on Teaching Aptitude.

5. Arts stream and Science stream B.Ed. students do not differ from one another on Emotional Intelligence.

6. Arts stream and Science stream B.Ed. students do not differ from one another on Stress.

7. Arts stream and Science stream B.Ed. students do not differ from one another on Academic Adjustment.

8. Arts stream and Science stream B.Ed. students do not differ from one another on Teaching Aptitude.
1.10. DELIMITATIONS OF THE STUDY

Keeping in view the limited resources, time, feasibility, facilities at the disposal of the investigator, the present study was confined to the following parameters:

1. Population for the present study consists of B.Ed. students of three KAVAL towns ie. Lucknow, Kanpur and Allahabad only.
2. Sample for the present study consists of 600 teacher-trainees who are getting training in nine randomly selected B.Ed. colleges of Lucknow, Kanpur and Allahabad only.