PREFACE

During previous decade, there has been a phenomenal expansion of higher education in general and teacher education in particular in our country. The number of teacher education institutions as well as their capacity has been increasing tremendously. Despite of this tremendous expansion, the teacher education system has not shown improvement in quality. In the present context, there is a need to lay stress on the quality of teachers and basically teacher educators who are to act as luminaries in the field of pre-service and in-service education (training) to the teachers who will in turn be in the same process of luminaries for the nation builders of tomorrow. Therefore, it is upon them that the entire burden lays; the responsibility of producing quality teachers; one of the greatest liabilities. Any minor ignorance or slacken in them will prove detrimental to the cause of advancement in the country as well as an important loss to the entire humanity.

On the contrary, teacher’s role in teaching is crucial and teaching job is extremely demanding. Researches in the area of teacher stress in the context of Indian educational system seem to be the neglected domain of investigation. Considering the yet unexplored area of teacher stress in the Indian context, two things seem quite prominent; the nature of teacher stress and the effect of pattern of individual related personal variables on teacher stress. The amount of research conducted on stress in general, in other areas of employment and in other teaching areas, makes it evident that research related to stress is of great importance and the stress on teacher educators has far reaching consequences on the entire system of education. It becomes imperative therefore to study the teacher stress among teacher educators. Hence, the area of concern is to examine the components of teacher stress in detail as well as its relationship with identified teacher’s personal characteristics i.e., locus of control, family environment and emotional intelligence among teacher educators.

Thus, the present investigation is an attempt to study the nature of teacher’s stress and find its relationship with locus of control, family environment and emotional intelligence among teacher educators in relation to their educational qualifications, gender, type of the teacher education institutions, age and teaching experience. This study would try to observe the multifaceted effects of different levels of locus of control, family environment and emotional intelligence on teacher stress and suggest ways
thereby to minimize problems towards the enhancement of quality teacher education as also school education in the present scenario.

Chapter-I deals with the concept of stress, teacher stress, and theoretical framework of some selected internal characteristics of teacher educators i.e., locus of control, family environment and emotional intelligence; as also the review of related literature that leads to the emergence of problem. Chapter-II details the description and development of the tools employed in the study. Chapter-III deals with the description of the sample size, design, procedure of the study and statistical techniques used in the study. Chapter-IV provides the detail of the analysis of data and discussion of the results. Chapter-V covers the summary of the study and generalizations of the findings along with the educational implications thereof and the necessary suggestions regarding the possible areas of investigation to the future researchers.

Dated:

Investigator

MINAKSHI VIG
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I wholeheartedly dedicate this work to all those persons who love teaching, join this profession and devote their lives sincerely for the enlightenment of the society.

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