CHAPTER I
INTRODUCTION

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INTRODUCTION

1.1. Panorama of the Study

Educating people who educate the young prodigies who decide the destiny of a nation is a high mission. Thus teacher education is a matter of utmost priority for any nation as the quality of teachers coming out of that system can either foster or hamper the destiny and development of the nation. Committees and Commissions formed in India after the independence, to study on the education system in our country were ever prolific in their thoughtful recommendations that quality improvement of education can only be possible through quality teacher education. Hence any study contributing to the warp and woof of the garment of teacher education is an asset to the nation.

1.1.1 Teachers- Makers of Nations

The maxims like “As the teacher, so is the school. As the school, so is the nation”, “Teacher is the pivot around which the whole educational system rotates” and “Teacher can either make or mar the nation.” promulgate the imperative role of teachers in nation building. Hence, teachers being called the “architects of the future generations” and “social engineers” have a great role in deciding the destiny of the nation.

The National knowledge Commission (NKC, 2007) has observed that “teachers are the single most important element of the school system.” National Policy on Education, 1986 and its revised version in 1992 categorically states about the status of the teachers in the society as “the status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its
teachers.” The quality of education depends on the quality of the teachers and the quality of teachers in turn depends on the quality of teacher education.

The Education Commission, popularly known as Kothari Commission had literally stated “Destiny of India is now being shaped in her classrooms.” The Commission emphatically said that “Of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and competence that the success of all educational endeavours must ultimately depend. .... Therefore teacher education should receive due emphasis.”

Every nation in the world is focusing on improving the quality of education to suit the needs and challenges of the fast changing world. Hence quality of teacher education is a concern for all the nations that think seriously about the quality of education. An observation on the quality of teacher education in the US Government report states “The quality of our schools depends, in the last analysis, upon the quality of our teachers. Since, teachers tend to teach as they have been taught, it is important that the candidates for the teaching profession have the best possible learning experiences, so that they in turn will be able to capitalize on these experiences in attempting to provide effective learning situation for their students.” (U.S. Department of Health, Education and Welfare, 1963, p.49).

National Council for Accreditation of Teacher Education (NCATE), the primary organization for accreditation of schools, colleges, and departments of education in the United States, has accepted and promulgated this focus. NCATE promotes “accountability and improvement in teacher preparation,” through the establishment and application of standards used to evaluate the philosophy and approaches to educate future teachers. (NCATE, 2002, pp. 1-13).
National Commission on Teaching and America’s Future listed “Careful recruitment and selection of teacher candidates” as the first suggested strategy on its list of steps to improve the quality of teacher preparation (National Commission on Teaching and America’s Future, 2003, p. 20).

The National Curriculum Framework for teacher Education (NCFTE, 2009) acknowledges that teacher education is a major area of concern at present.

1.1.2 Teacher Education Reforms - From History to 21st Century

Reformation of teacher education is a never ending continuum. Ever since the beginning of the era of modern teacher education, the concept teacher education has undergone several radical changes. As the architects of the future of the nation, teachers have to be moulded up in such a fashion that they become the forerunners and torch bearers of all the developments of the nation. But the teacher education programmes in our country, in spite of all these changes lag behind the mesmerizing pace at which the world is developing. To enable the teachers become champions who can lead the nation from the forefront, the 21st teacher education has to go through a sea of changes in the theory, practices, attitudes, aptitudes and outlook. A bird’s eye view of the history of the developments in teacher education will be helpful in getting an insight in to the necessary changes in the field.

The oldest form of teacher education was the observation and emulation of a master. Plato learned to teach from Socrates by becoming his disciple and Aristotle in turn learned from Plato. Krishna learned from his master Sandipani and Vivekananda learned from Sri Ramakrishna Paramahamsa. Early Roman teachers could follow the Quintilian’s advice on teaching, sixteenth century teachers could follow the writings of Erasmus and seventeenth century teachers could pursue ‘Didactica Magna’ of
Comenius in which he held that his main objective was “… to find a method of instruction by which teachers may teach less, but the learners could learn more…”

Ever since the first institutions for teacher education called “Normal Schools” (ecole normale) had its origin in France and specialized institutions for teacher education, “pedagogical institutes” originated in Prussia in the eighteenth century teacher education has undergone a sea of changes.

Establishment of the first “Model and Training School” in England in 1811, Continental Normal Schools of Prussian style in U.S.A in 1820 and “Normal Schools” in other European nations in the following years opened a new era in the history of teacher education. The first teacher training institution in India to train the secondary school teachers was the Government Normal School, later renamed as the Teachers’ College established in Madras in 1856. This was followed by the establishment of such institution was started in Lahore in 1882, Bombay in 1906 and Calcutta in 1908.

The first historical document of importance visualising a national system of education for India Sargent Commission Report (1944) emphasised the necessity and significance of teacher education in the country by saying that “The fundamental requirement of any comprehensive development in the educational system is the provision of an adequate establishment of teachers and the necessary institutions for training them.”

Then the University Education Commission (1948) under the distinguished Chairmanship of Dr. S. Radhakrishnan emphasised the necessity of improving the quality of teaching in schools.

The Secondary Education Commission (1952)set up under the Chairmanship of Dr. A. L. Mudaliar went a further step ahead and underlined the importance of
teachers and their education programme in their report by saying “The most important factor in the contemplated educational reconstruction is the teacher- his personal qualities, his educational qualifications, his professional training and the placed that occupies in the school as well as in the community.”

The Education Commission (1964-66) set up under the Chairmanship of Dr. D.S. Kothari categorically remarked on teacher education that “vitality and realism are lacking in the curriculum and programme of work which continues to be largely traditional, and set patterns and rigid techniques are followed in practice reaching, with a disregard for present-day needs and objectives.”

The UNESCO document ‘Learning To Be’, report on education by International Commission remarked about teacher education that “Conditions in which teachers are trained should be profoundly changed, so that essentially they become educators rather than specialists in transmitting pre-established curricula. ...The fundamental change in educators’ training will be required by their task, which in future will be that of educating the personality, opening the way to the real world.” (‘Learning To Be’, 1973, p.217.).

The National Curriculum Framework (NCF, 2005) comments that teacher education programmes provide little scope for student teachers to reflect on their experiences. There is also a dire need to critically review the secondary teacher education system...The training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse (p. 10).

The National Curriculum Framework for Teacher Education (NCFTE, 2009) observes that time is a crucial factor that affect teacher preparation.” It is commonly
held that there is not sufficient time for learning either the conceptual or the skill components of teaching them to manifest in the individual and his/her performance. Due to paucity of time, ‘lessons’ are planned with virtually no reflection on the content of the subject matter and its organization. As a result most products of teacher education programmes are neither proficient in pedagogic skills nor they are adept at reflecting on the subject content of the school texts.” (p.45).

Report of the high powered commission on teacher education (2012, August) constituted by Hon’ble Supreme Court of India under the Chairmanship of Justice J.S. Verma has made the following noteworthy observations about the teacher education in India.

i) Current dominant teacher education programmes offer ritualistic exposure to fragmented knowledge which is neither linked to the large aims of education and disciplinary knowledge, nor to the ground realities of the classroom practice (p.13).

ii) School experience based on the model of ‘practice teaching’ provides piece-meal experiences of functioning as teacher mainly because teaching is ‘practised’ as a mechanical delivery of a given number of lessons, rather than a reflective practice (p.13).

iii) Due to paucity of time lessons are planned with virtually no reflection on the content and the subject- matter and its organization (p. 15).

In a nutshell, all these Commission reports have critically opined that the professional teacher education programmes in the country do not match with the calls of the age. Even though all these reports have mentioned elaborately about the deteriorating quality, insufficient duration and stereotyped methodologies of teacher
education, and the necessity of changes in the context the 21st century, nothing has been spoken about the psychological readiness, emotional intelligence and psychological scaffolds a student teacher requires in dealing with the Stress during an emotionally upset and stressful age classrooms. In spite of abundant research literature available globally on this issue, no such thought on the need of the psychological well being of teachers and prospective teachers in shaping the future generations is found to have originated in the minds of our present day educational thinkers and curriculum planners. As the teachers have to deal with today’s turbulent classrooms, prospective teachers have to be trained to deal with the psychological ups and downs of their own and their students. Then only the teacher education programmes can equip the teachers to perceive and act their roles efficiently according to the need of the hour to the changed demands of the society. Hence teacher education needs a shift from knowledge and cognitions to skills and affects.

1.2. The Conceptual Background of the Study

The role of the 21st century teacher is not an easy one to be enacted upon. Societal demands and professional challenges are much more than those in the previous century. New professional skills and competencies are essential to face these demands and challenges. Present day teacher has to deal with well informed children who derive a lot of knowledge from a knowledge thriving media rich world than an ignorant or under informed child a few decades ago.

More than that, today’s teacher has to deal with number personal, emotional and social problems in the classroom. Lack of parental attention and affection, child abuse, inflated parental expectations, cut throat competition for marks and grades, problems of nuclear family, broken family, turbulent family atmosphere, alcoholism
and drug abuse among children, filthy media aberrations etc may trigger innumerable
behavioural problems in children which makes teacher’s job more stressful requiring
more Emotional Intelligence.

1.2.1 Stress and Student Teachers

Teacher Stress has been a major concern of research since the previous
century. Researchers like Clarke (1990) and Gold and Roth (1993) O’Connor and put
teaching as one of the most potentially stressful professions. In the twenty first
century, teachers have to deal with a number of personal, emotional and social
problems in the classrooms.

In addition to satisfying the role expectations of a regular teacher, student
teachers have to meet the demands and challenges of the training programme also.
They experience much Stress before the commencement of the teaching practice
thinking about an altogether new of experience of facing the class as a teacher with a
“neither teacher nor student identity”, the environment of the school they are going to
practise, the interaction with the children they are going to teach, the interaction with
the mentor teachers, the work culture of the practising school etc.

Other factors which create Stress for student teachers are the heavy workload
due to the preparation of lesson plans, preparation of teaching aids, jam-packed
schedule of writing records, environment of the college, behaviour of the supervising
teachers, personal and familial problems. Due to the inability to cope up with
mounting Stress some students develop illness, physiological disorders and
psychological problems. There have been instances of students leaving the course at
this juncture due to Stress. One student committed suicide in the previous night of the
commencement of the teaching practice as she could not withstand the Stress before
the teaching practice which will remain to cast shade in the history of teacher education making every teacher educators think.


1.2.3 Stress and Coping Strategies

Coping refers to efforts to overcome, diminish or endure the demands resulting from Stress. In other words coping refers to individual’s reaction to a Stressor. Coping Strategies vary in their adaptive value and could range from being helpful, adaptive and solution oriented to being maladaptive, harmful and destructive.

Coping Strategies are actions that people take to master, tolerate, reduce or minimize the effects of Stressors. It is not a permanently fixed individual trait or disposition but a transactional process which is continually modified by experience.

Ways of coping vary according to the individuals, such as confrontive strategies, distancing, seeking social support, escape-avoidance, etc. These strategies can be used adaptively or maladaptively. Maladaptive coping can have negative consequences also.

Lazarus and Folkman (1980) have proposed two types of coping as problem focused coping and emotion focused coping. Problem focused coping eliminates the Stressor or its impact through their direct actions. It is a positive coping
strategy. In emotion focused coping people react emotionally to the Stressor and try to change what they feel about the Stressor and their emotional reactions to the Stressor. Both these strategies are used together or separately by people to deal with Stress.

Long and Gessaroli (1990), McDonald (1993), Ushasree (1993), Verma, Duggal and Supriya (1995), Murray-Harvey et al. (2000) have conducted studies on the type of Coping Strategies adopted, effectiveness of Coping Strategies in managing Stress and relationship between Stress and Coping Strategies of different samples of teachers, student teachers and students and have reported the influence of Coping Strategies in managing Stress.

All these studies show the importance of having sound Coping Strategies for student teachers to deal with the Stress in the profession as well as in personal life. A teacher is one who is supposed to have emotional maturity in his thoughts and deeds and lead the students in their stresses and crises.

1.2.4 Coping Strategies and Emotional Intelligence

Coping up with a stressful situation needs sound Emotional Intelligence and sound Coping Strategies. It is presumed that a person with good Emotional Intelligence will have effective Coping Strategies to manage stressful situations.

Volumes of research have been generated the last century on the IQ aspects or on aspects relating to cognitive domain. Only towards the end of the 20th century psychologists and educationists started thinking seriously on the mutuality of the affective and cognitive domains and realised that the two domains are not mutually exclusive but interdependent.
Until 1980s there was no such concept as Emotional Intelligence. In 1989 Mayer and Salovey first coined the term ‘Emotional Intelligence’ (EI) to describe a person’s ability to understand one’s own emotions, the emotions of others, and act appropriately based on these emotions. In 1995, Daniel Goleman popularised this term in his book ‘Emotional Intelligence: Why it matter more than IQ’. The emergence of the concept EQ gave explanation to the question that why people with high IQ might not necessarily be successful. It put forward the concept that intelligence is a combination of both IQ and EQ.

Goleman (1998) developed a framework of emotional competencies that determines the extent of Emotional Intelligence. Emotional competence according to Goleman “is a learned capacity based on the Emotional Intelligence that results in understanding performance at work”. This framework consisted of five dimensions or domains such as

1. Self awareness
2. Self regulation
3. Motivation
4. Empathy
5. Handling Relationships or Social skills

These five domains consist of 25 skills. This was further refined by Richard Boyatzis, Goleman and Rhee in the year 2000.

Studies by Oginska et al. (2005), Matthews et al. (2006), Montes-Berges et al., (2007) and Naidoo and Pau (2008) in different classes of samples revealed the importance of Emotional Intelligence in deciding the Coping Strategies and
controlling Stress. The studies revealed that Emotional Intelligence can control and predict Coping Strategies and Stress.

The above mentioned studies reveal that Emotional Intelligence is an integral part of individual functioning and development. It is intricately and intimately related to the intelligent interaction between the individual and the environment, and coping with stressful situations successfully.

1.3 Need and Significance of the Study

Extreme overload of work - being asked to do too much in too short time, role conflict or role ambiguity, forced to address conflicting demands or expectations from different groups of people, change in working environment, conflict with peers, lack of support from co-workers etc. can generate great levels of Stress.

Heavy workload due to preparation of lesson plans, preparation of teaching aids, jam-packed schedule of writing records, environment of the college, behaviour of the supervising teachers and personal and familial problems create Stress among the student teachers in the preparatory period of the teaching practice. Due to the inability to cope up with the mounting Stress some students develop illness, physiological disorders and psychological problems. The personal experience of the investigator as a teacher educator for sixteen years, have ample examples of witnessing such occurrences. There have been instances of students leaving the course at this juncture due to the inability to manage the Stress. Few years back, even one student committed suicide on the previous night of the teaching practice due to the Stress and tension about the forthcoming teaching practice.

Bowers, Eichner, and Sacks (1982) found that not enough attention has been paid to the psychological ‘readiness’ of the student teachers in their teacher
preparation programs. Teacher education programmes concentrate more on methodology and less on preparing student teachers to cope with the inevitable anxieties and Stresses associated with student roles, relationships and responsibilities of teaching.

Elkerton (1984) urged teacher educators to identify the Stresses associated with the teaching practice and to assist the students manage these Stresses. Morton et al. (1997) underlined the need to change the nature and role of supervising teachers from a more directive to more collaborative one in order to reduce the Stress of student teachers related to evaluation and assessment. A study by Murray–Harvey, Rosalind et al. (2000) revealed the critical importance of the relationship between the students and supervising teachers in their success in the teaching practice.

Teacher education curriculum of the universities in Kerala offers no provision to address such a grave problem. Teacher training institutions also offer no Stress management measures to student teachers to cope effectively with the Stress before and during the teaching practice. Not much attempt has been made to study this problem elaborately among the student teachers of Kerala. Joshith (2003) conducted a study on this problem taking a few institutions from three districts of Kerala and found that the student teachers experience much Stress before teaching practice. But the study was conducted taking only two variables; Stress and Emotional Intelligence and the important variable, Coping Strategies was not considered. Again, the study was confined to a limited sample from a few institutions of one university only which is not a true representative sample of the whole population of spread all over Kerala.

Hence a comprehensive study in this area will bring new knowledge about this problem and will be helpful in chalk ing out new paradigms in teacher education so that the student teachers can be helped to become emotionally more intelligent having
the best of Coping Strategies to meet the demands challenges of the 21st century. Hence the study linking the aspects of Stress, Emotional Intelligence and Coping Strategies of student teachers will be very worthy for the teacher education to carve the best future teachers.

1.4 Statement of the Problem

Stress and Coping Strategies in Relation to Emotional Intelligence of Student Teachers of Kerala

1.5 Definition of Key Terms

Emotional Intelligence

Emotional Intelligence refers to the capacity of recognising one’s own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.

(Goleman, 1998)

Stress

Stress is the general term describing the psychological and physical response to a stimulus that alters the body’s equilibrium.

(Lazarus & Folkman, 1984)

In this study, Stress experienced by the student teachers in the preparatory stage of the teaching practice; in the previous week of teaching practice is considered.

Coping Strategies

Coping strategies are actions that people take to master, tolerate, reduce, or minimize the effects of stressors.
**Introduction**

**Student Teachers**

Student teachers are teacher trainees undergoing the secondary level teacher education programme (B.Ed) in colleges of teacher education.

**1.6 Objectives of the Study**

1. To find out the influence of Emotional Intelligence on Stress and Coping Strategies of student teachers.

2. To test whether there exists any significant difference in the mean scores of Emotional Intelligence, Stress and Coping Strategies of student teachers with respect to the selected sub samples
   a) gender
   b) type of management of the institution
   c) religion
   d) locale
   e) marital status
   f) number of siblings
   g) region
   h) subjects of study
   i) qualification

3. To test whether there exists any significant relationship between Emotional Intelligence and Stress of student teachers for the total sample and sub samples based on
   a) gender
   b) type of management
   c) religion
   d) locale
e) marital status
f) number of siblings
g) region
h) subjects of study
i) qualification

4. To test whether there exists any significant relationship between Emotional Intelligence and Coping Strategies of student teachers for the total sample and sub samples based on
   a) gender
   b) type of management
c) religion
d) locale
e) marital status
f) number of siblings
g) region
h) subjects of study
i) qualification

5. To test whether the correlations between Emotional Intelligence and Stress of the selected subsamples of student teachers differ significantly.

6. To test whether the correlations between Emotional Intelligence and Coping Strategies of the selected sub samples of student teachers differ significantly.

7. To study the joint and individual contribution of the components of Emotional Intelligence in predicting Stress and Coping Strategies of student teachers.
1.7 Hypotheses of the Study

1. There exists significant influence of Emotional Intelligence on Stress of student teachers.

2. There exists significant influence of Emotional Intelligence on Coping Strategies of student teachers.

3. There exists significant difference in the Emotional Intelligence, Stress and Coping strategies of student teachers with respect to the selected subsamples based on
   a) gender
   b) type of management
   c) religion
   d) locale
   e) marital status
   f) number of siblings
   g) region
   h) subjects of study
   i) qualification

4. There exists significant relationship between Emotional Intelligence and Stress of student teachers for the total sample and selected sub samples based on
   a) gender
   b) type of management
   c) religion
   d) locale
   e) marital status
There exists significant relationship between Emotional Intelligence and Coping Strategies of student teachers for the total sample and selected sub samples based on

a) gender
b) type of management
c) religion
d) locale
e) marital status
f) number of siblings
g) region
h) subjects of study
i) qualification

There exists significant difference in the correlations between Emotional Intelligence and Stress of student teachers for the selected sub samples.

There exists significant difference in the correlations between Emotional Intelligence and Coping Strategies of student teachers for the selected sub samples.

Joint and individual contribution of the components of Emotional Intelligence is significant in predicting the Stress of student teachers.
9. Joint and individual contribution of the components of Emotional Intelligence is significant in predicting the Coping Strategies of student teachers.

1.8. Methodology in Brief

1.8.1 Method

The present study was undertaken to find out the relationship of Stress and Coping Strategies with Emotional Intelligence of student teachers of Kerala at the secondary level (B.Ed). For getting a clear picture of the scenario of the problem, it was intended to collect an extensive and true representative data from all over Kerala. Hence normative survey method was adopted by the investigator in the present study for collecting the data.

1.8.2 Variables of the Study

Emotional Intelligence is the independent variable and Stress and Coping Strategies are the dependent variables of this study.

Independent variable : Emotional Intelligence
Dependent variables : 1. Stress
                      2. Coping Strategies

1.8.3 Tools

Three major tools were employed in the study for the collection of the data. They are:

1. Emotional Intelligence test for student teachers
2. Stress inventory for student teachers
3. Coping Strategies inventory for student teachers

A personal data sheet was used to collect the biographical and demographical details of the student teachers.
1.8.4 Sample

The study was conducted on a sample of 795 student teachers at B.Ed level from various teacher training institutions in Kerala using stratified random sampling technique giving due representation to gender, type of management viz. Government colleges of teacher education, aided colleges of teacher education, unaided colleges of teacher education and University Colleges of Teacher Education (UCTEs), and subjects of study (science and humanities).

1.8.5. Statistical Techniques

Statistical techniques like mean, standard deviation, test of significance of difference between means (t-test), correlation, test of significance of difference between two r’s (Z-test), Analysis of Variance (ANOVA), Sheff Post Hoc Test, and multiple regression analysis were used for the analysis of the collected data.

1.9 Scope of the Study

Though, a lot of research has been conducted on the relation between IQ and Stress in India, very few studies have been conducted on the relation between Emotional Intelligence, Stress and Coping Strategies. Emotional Intelligence, a concept which has gained immense currency in all walks of life for more than a decade; and trait which is considered inevitable for the success in any field of human endeavour deserves to be studied in the field of teacher education also for its influence. Though theoretical knowledge of the concept may be familiar among teacher educators as some universities have included a bit of theory in the teacher education curriculum; no practical measures are formulated to develop such an inevitable trait among the prospective teachers. Emotional Intelligence is not a concept to be learned theoretically, but a trait to be developed intrinsically.
Student teachers, as would be teachers will have to face many stressful situations when dealing with tomorrow’s classrooms and have to deal with many emotional problems of the students. No doubt, they have to have good Emotional Intelligence to deal with them effectively, efficiently, and successfully. Hence a study on Emotional Intelligence, Stress and Coping Strategies adopted by student teachers will bring to light, lot of facts which will be helpful in chalking out suitable training programmes to develop suitable Coping Strategies so that they can fit better in to their profession.

1.10 Limitations

1. Every effort was taken to make the study a comprehensive and infallible one. But certain unavoidable aspects beyond the control of the investigator has occurred in this study also as in the case of any study which has to be done in a specific period only on a large sample stretching across a wide geographical area. The variable selected for the study was the Stress of student teachers just in the previous week of the teaching practice. As this was the period of hectic preparations before the teaching practice, some institutional heads and teacher educators were not willing to spare time for the data collection. Moreover the teaching practice in three universities; Mahatma Gandhi University, University of Calicut and Kannur University starts at almost the same period, that is in the second or third week of Kerala. As the investigator himself collected the data from all the institutions directly, it was difficult to draw equal number of sample from all the four types of institutions and all the four universities. Certain other limitations which felt are:

2. Though maximum care was taken to get the correct data from the students teachers some students might have given their responses in a haphazard way
due to the overabundance of workload as the data was collected during the previous week of the teaching practice. But this was unavoidable as the objective of the research work was to study the Stress of student teachers in the previous week of the teaching practice.

3. Factors like heredity, intelligence and familial background, socio-economic status, parental support of the student teachers, may come as intervening variables.

4. Aspects like difference in practice teaching patterns and curriculum load among the affiliating universities, academic achievement of the student teachers and environment of the institution also could have studied.

1.12 Organisation of the Report

This thesis is composed of five chapters:

Chapter I gives a panorama of the study, conceptual background of the study, need and significance, statement of the problem, objectives, hypotheses, brief methodology, scope and limitations.

Chapter II deals with the theoretical framework of Stress, Coping Strategies and Emotional Intelligence and gives an account of the relevant studies on these variables.

Chapter III presents the methodological details of the study.

Chapter IV presents the analysis, interpretation of the data and discussion of results.

Chapter V gives a summary of the study, findings and conclusions.