CHAPTER - I

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"The chief object of education is not to learn things but to unlearn things".

- GILBERT KEITH CHESTERTON

1.1 INTRODUCTION

Education is regarded as the potential instrument of social change that is thought desirable at a particular point of time. It is intended to bring about social upliftment, political awareness and promotion of economic growth of the masses in general. Governments of different countries have therefore taken up the responsibilities of universalizing school education and widening the access to tertiary and teacher education. It has been ensured not only in the constitution of most of the countries but also in the international charter of UNO and UNESCO.

Today's students are in enigma. Their growth and development are modulated, moderated, determined, disillusioned, disturbed and damped. They are in a real predicament. If these external forces are in tune with their in-built skills and aspirations, their growth becomes natural and exciting otherwise it gets commonality. Some of its compulsory aspects like work exercise, social service, scouting, guiding etc., are not found a place in their implementation.

Today the examinations are more faced by the parents than their children. In most cases, for better or worse, it is the parent who influences the destiny of his children. Too much pressure causes behavioural problems. Examination also causes stress. The fear of examination is a common feature with children. This over attention and undue anxiety often results in excessive pressure on the children to study hard and in cutting down their time for play and recreation.

Tension and Stress have become a part and parcel of today's life. The 20th century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. From the very trauma of birth itself, right through adolescence, the young meet unavoidable sources of stress.
From weaning and toilet training as babyhood to the process of formal education and learning social skills, stress is encountered in varying degrees.

"As the 21st centenary approaches, education will become so valid in task and form that it covers all activities that enable people from childhood to old age to acquire a living knowledge of the world of other people and themselves".

1.2 EDUCATION

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung its praises in all ages.

Education in narrower sense is confined to school and college instruction. It believes that education starts when the child enters the school and ends with the departure from the school or college. The amount of education received by the child is measured in terms of passing the examination and securing a job.

Education in its broader sense includes all knowledge and experience, which tries to develop the child as an integrated and full-blooded human being. As such, education is not teaching of 3 R's (Reading, Writing and Arithmetic), but it is training of 4 H's (Head, Heart, Hand and Health). It is not limited to school instruction only. It is sum total of experiences that the child receives inside and outside the school by different persons and through variety of subjects in the laboratory, library, playground and in the home and society.

In modern times also, education is a great irresistible force, which has taken the entire world in its fold. Education is an activity or a process, which transforms the behaviour of a person from 'instinctive behaviour' to 'human behaviour'. Man instead of acting impulsively, acts rationally.

Some of the definitions on education:

- The Rig Veda regards education as a force, which makes an individual self-reliant as well as selfless.
The end product of education, according to Upanishads is Salvation.

An all round drawing out of the best in child and man – body, mind and spirit — Mahatma Gandhi

The development of all those capacities in the individual, which will enable him to control his environment and fulfil his possibilities — John Dewey

Education develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists — Aristotle

Education should aim at ‘man making’. Man making – it means that the formation of character, increase in the powers of mind and expansion of the intellectual capacities. — Swami Vivekananda

Education, according to Indian tradition is not merely a means to earn a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, training of human souls in pursuits of truth and the practice of virtue. It is a second birth, ‘Dvitiya Jananam’ — Education for liberation — The Indian Education Commission

1.2.1 Need and importance of education

The importance of Education in human life can best be seen from Educational values. The Educational values are individual as well as social.

The Educational values have the following advantages for individuals’ social life.

They are:

- Development of a healthy and balanced personality
- Capacity to earn livelihood and acquire material prosperity
- Development of Vocational efficiency
- Creation of good citizenship
- Development of good character
Adjustment with environment and its modification

Fulfillment of needs

National integration and national development

Promotion of social efficiency

Preserving cultural values

Utilization of leisure time

The above Educational values play an important role in human life. Through them one is able to lead his personal and social life successfully.

The overall development of a nation depends on the proper utilization of its natural as well as human resources. The opinion of the planning commission in the 7th five year plan (1985-90) may be mentioned in this context. "Human resources development has necessarily to be assigned a key role in any development strategy particularly, in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in designed directions. Education develops basic skills and abilities and fosters a value system conducive to and in support of national development goals, both long term and immediate".

Education plays a significant role in the development of human resources. "If this change on a grand scale is to be achieved without violent revolution, there is one instrument only that is: Education".

Other agencies may help and indeed some times have a more apparent impact. But the national system of education is the only instrument that can reach all the people.

The school can help in manpower planning though, it has no direct role in the matter. It is a social agency and it has social accountability. Education is a social process and so it has a significant role in manpower planning in the light of individual as well as social needs.
1.2.2 Aims of Education

The aim of education is two-fold (i) Development of the individual in society and (ii) Consequent development of the society. The aim of education in relation to individual may be spelt out as follows:

- To produce full human personality with courage, conviction, vitality, sensitivity and intelligence so that men and women may live in harmony with the universe;
- To bring out the fullest potential of child and prepare him for life and its varied situations so that he becomes a cultured and responsible citizen dedicated in the service of community.
- In relation to the society, the aim of education is to create:
  - A sane and learning society where made of material production will be such that no section of the society remains unemployed. In the Indian context such a made of production will be necessarily based on a decentralised economy utilising all available manpower;
  - A society, where the conditions of work and general environment will offer psychic satisfactions and effective motivations to its members.
  - A society reconciling technological and scientific advancement with general well-being and security of its members, enhancing joy of life and eliminating all forms of exploitation.

The broad objective of education should, therefore, be to look beyond the existing society and to develop men and women amenable to the advent of a sane and healthier society of tomorrow.

While summing up, it may be pointed out that various dimensions individual and social development, social transformation, value-acquisition etc. have been well identified in the memoranda documents. The following words briefly summarise the various dimensions which are considered important indeed for marching into the 21st century:
1.3 THE TEACHER

A teacher is a friend, philosopher and guide to the students. He does not teach, but makes the students learn. The teachers are to spread knowledge in the form of education. And so the profession calls for dedicated people, who will willingly accept the changes of building up generations. Any profession is noble but the teaching profession is the noblest. But today, people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, the police or the engineer. What may be the reason? It may be because that the majority of the teachers are from poorer sections of the society, or they are poorly paid, or their income is lower than other professionals, or they failed to impress the society with their work.

The teacher in the past was a symbol of authority, held with awe by students and respected by parents. As long as he was present in the class, whether teaching or biding his time, students struck to their seats, silent and sober. No student dared to whisper or move from his seat in his presence. He was a monarch of all that he surveyed.

Teachers of the olden age were men of the highest caliber in society from the point of knowledge and spiritual progress. He (the teacher) has been considered equal to Absolute (BRAHMA) himself and only that person is authorized to be a ‘GURU’ who has gained Absolute Knowledge. But today the teacher occupies a relatively low social status. He, as an individual or as a member of the group does not enjoy prestige accorded to the medical, law and engineering professionals. On the contrary, teachers are typically recorded as impracticality, idealists and ill-equipped persons to deal with the realities of the world affairs. Hence, they carry no weight in the present community.

1.3.1 Teacher Education

Teacher education has been defined as "all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the teaching profession and to discharge his responsibilities more effectively". The concept of ‘teacher education’ is now a new one. However, scholarliness was considered the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent in olden days.
In India, the teacher is considered to be the least developed resource. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teacher. As such the teacher educator has to act as a facilitator and mentor on organizationally focused active learning situation in order to keep pace with the growing needs of the society. Making teachers professionally competent and committed to the course is the responsibility of the teacher education system.

In the preparation of teachers, the concerned authorities shall try to develop among the student-teachers, a sound knowledge of the subjects, effective classroom communication pattern, effective classroom management, technological devices and use of modern instructional strategies.

1.3.2 Need and importance of teacher education

Teaching is an important part of the process of Education. Teaching has been one of the oldest and most respected Professions in the world. When a systematically, the organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role, that is Teacher. The talk of shaping the future citizens is a noble one and so the teacher has always occupied a place of honor and reference in the Indian Society over the ages. The preparation of Teachers has changed with the passage of time and with the changes in expectations of the Society.

1.3.3 Teaching and education

Brubacher's definition of teaching assigns more places to the learner. This approach tends to the child (or) learner-centered.

"Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and come and form which will learn in the course of doing so".

- John Brubacher (1939)

B.O Smith seems to be more pragmatic in approach to teaching. He accepts certain limitations of the learner in the teaching learning process.
"Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of the classroom, physical characteristics of pupils, etc., and those that he can modify (way of asking questions, almost instruction, and ways of structuring information or ideas gleaned).

**Principles of teaching**

1. Proceed from simple to complex.
2. Proceed from general to specific.
3. Proceed from concrete to abstract.
4. Proceed from known to unknown.
5. Proceed from induction to deduction to vice versa.
6. Arrange for frequent reinforcement.

**Structure of teaching**

**Three Variables**

The structure of teaching consists of three variables which operate the process of teaching and create learning conditions (or) situation. They are classified as

1. Teacher – an independent variable
2. Student – A dependent variable.
3. Content and the strategy of presentation as intervening variables.

**Teacher as Independent Variable**

The teacher plays the role of an independent variable. Students are dependent on him in the teaching process. The teacher does the planning, organizing, leading and controlling of Teaching for bringing about behavioural changes in the students. He is free to perform various activities for providing learning experiences to students.
Student as Dependent Variable

The student is required to act according to the planning and organization of the teacher. Teaching Activities of the teacher influence the learning of the students.

Content and the strategy of presentation as intervening variable

The intervening variables lead to interaction between the teachers and the students. The content determines the mode of presentation – telling, showing and doing etc.

Functions of variables

The independent and dependent variables perform three functions. They are

1. Diagnostic function.
2. Prescriptive function and
3. Evaluative function.

Diagnostic Function

The initial task in bringing about desirable changes in the behaviour of the students is to have a proper diagnose of the existing and weakness of his entering behaviour.

Prescriptive Function

Assessing him in terms of the tools of learning like power of expression, ability to think and analyze, psychomotor skills, and emotional behaviour etc.

Prescriptive function is based on the diagnosis for achieving the stipulated objectives. In the prescriptive function, teacher is more active. He has to work for the meaningful interaction. Cooperation of the student is also very essential in carrying out the prescriptive function by the teacher. The prescriptive function involves.

1. Selecting appropriate contents and organizing them into proper sequence.
2. Selecting proper teaching methods, media and strategies and feedback situation.

Accordingly a teacher has to perform the following diagnostic function.
3. Diagnosing the entering behaviour of the student in terms of cognitive, psycho
motor and affective abilities.

4. Diagnosing his own capabilities and potentialities and bringing about desirable
changes in his own behaviours for achieving success in his mission of moulding
the behaviour of the students under his charge.

Like the teacher, a student has also to perform certain diagnostic functions as
listed below.

1. Diagnosing strength

2. Devices in view of the individual differences of the students.

   Seeking desired cooperation from the students for a purposeful interaction.

Evaluative Function

Making efforts to understand the behaviour of the teacher, the type of teaching
methods and strategies, and the nature of the content and instructional material for the
purpose of initiation on his part. In the process of initiation, both the teacher and the
student diagnose for initiation and response.

Evaluative function is concerned with the task of finding out the progress and
outcome of the teaching process. It is doing in order to test the diagnostic and
prescriptive functions of teaching. Evaluation is very important from the teacher as well
as the point of view of the student. Evaluation is conducted with the aid of several
measures like tests, inventories, observations, interviewing, rating scales etc. If the
results are favorable, it is taken for granted that the prescriptions are made in the teaching
learning process to get the desirable results. Evaluation serves as a feedback. Teaching
strategies are planned in the light of the feedback obtained from evaluation.

Learning Experiences

What is learning?

Learning refers to a more (or) less permanent change in behaviour which occurs
as a result of proactive. The term behaviour, as is used here, demands special attention.
It refers to mental, emotional, and physical reactions (or) responses. So mental, emotional and physical reactions (or) responses are behaviours.

**What is meant by change in behaviour?**

Consider an illustration. A child sees a flame. The flame is the stimulus. He puts his finger in the flame. This is the reaction (or) response. Let this be represented by the symbol $S \rightarrow R_1$. As the child gets his finger burnt, when he sees a flame, next time he does not put his finger in the flame. This is again his reaction (or) response to the same stimulus. This can be represented by the symbol $S \rightarrow R_2$. Here the reaction (or) the response to the same stimulus has changed. This is known as change in behaviour (or) behavioural change. The permanent change in behaviour is learning.

\[
S \rightarrow R_1 \quad \text{Change in behaviour is learning} \quad R_2 <
\]

**Classification of Change in Behaviour**

1. Acquiring knowledge.
2. Broadening of understanding.
3. Improvement in Physical skills.
4. Developing of attitudes.
5. Deepening of appreciation.

**What is a method of Teaching?**

Keeping in view the psychological needs of students, the sequence and order of containing learning activities are maintained in general so that students have a better participation and richer after – effects (i.e. Learning experiences). Such a planned and well – organized sequence of learning activities is called as method of Teaching.
Teachers Role

When the objectives and specifications have been set, and content text books are ready, the classroom try is expected to do the following.

1. After, a thorough reading of the content he should ascertain the Units.

2. Keeping the specifications in view, he should analyze the given unit into teaching points. (Content analysis)

3. For every teaching point, he should decide on the specifications to be suitably achieved by students.

4. Keeping specifications and the related teaching points in view, he should plan for the presentation of various learning activities to the students.

It is clear that, for a classroom teacher, the organization of learning activities is the only functional aspect of the concept of exaltation available.

Place of learning activities in Learning

The teacher's job is to provide learning activities suitable to specifications on the one hand and teaching points on the other. The provision of these learning activities helps Teacher-pupil interactions, pupil-pupil interaction, and interaction within self.

This interaction learning activities results into learning experiences, which ultimately result in learning. This can be observed and judged from the change in behaviour which takes place in the response (R2) from the previous one (R1).
In short, the teacher will be entirely, in charge of conducting the learning activities and will be responsible for making the whole class take part in them physically, mentally and socially. After all, teaching is an act of generating learning, and the skill on the part of the teacher lies in establishing a proper correspondence among teaching points, specifications and learning activities.

**What are learning activities**

The term learning activities may be explained as activities which include an arrangement of teaching aids, questioning explanations, observations, visits, handling of apparatus, models, charts and specimens etc. reading, writing, drawing etc. and which ultimately lead the students to learning.

Providing learning activities in the class or even outside is known as teaching. Listening to teachers, listening to students, speaking, thinking, observing, recalling, drawing figures, locating places on the map etc., are learning activates. The classroom teacher provides these activities to his students. This is known as teacher's teaching.

**Learning experiences**

Children learn by feeling, thinking, and acting, learning results from the active participation of children in the stimulus situation which the teacher provides in the class. Learning experience is not a part of syllabus nor is it a unit or a teaching point. It is not a traditional lesson plan or simply activity. It is the interaction of the learner and the situation provided by the teacher. Each of these learning experiences modifies the behaviour of the pupil.

**Role of teacher in the society**

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.
The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligence be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of our teachers are, therefore, frustrated and disinterested.

1.3.4 Interaction between the teacher and the taught

Research in Teacher Education has proved to be an essential and powerful tool in leading man towards progress. Without systematic research and its application, there would have been very little progress.

The strategies taught during B.Ed. / D.Ed. by the colleges of teacher education are mere guiding principles only and not mandatory dictates. In fact every teacher is a builder of his/her own horizon. Students emulate teachers in possessing progressive ideas. Therefore effective teachers always modify their teaching styles to suit the young children who are under their care.

Promotion of teaching – learning process

Teaching – Learning process is the outcome of the entire educational system, in which illuminates the interaction between the teacher and the taught. Perspicuity and perspicacity are the positive assets which play a vital role in this interaction.

Teaching facilitates learning. Learning refers to a permanent change in behaviour which occurs as a result of practice. Change in behaviour means acquisition of knowledge, broadening of understanding, developing attitudes, deepening of appreciation and improvement in physical skills. To bring behavioural changes in the learner, through effective teaching, is the chief instrument of quality education. It is essentially concerned with translating the objectives of education into action and practice. It is concerned with how best to bring about pupils, learning by various activities.
The teacher radiates power, peace and joy and bless to the students in response to his thoughts. He is bathed in the powerful current of magnetism. The stream of knowledge flows steadily from the preceptor to the disciple just as oil flows from one vessel to another. The student can imbibe or draw from his teacher in proportion to his degree of faith in his master. The more the faith, the greater is the imbibing or the drawing. Any one, who has the inner astral sight, can clearly visualize a thin line of bright light between the teachers and taught which is caused by the movement of the vibration of static thoughts in the ocean of mental substance.

As a result of learning activity the student gets some after effects in the form of understanding, realization, feeling or appreciation. These after effects are called learning experiences.

E.g.: - If a student is asked to locate pancreas on the chart of digestive system, he does so. This is learning activity. Now he understands or realizes that

1. Pancreas is part of digestive system.
2. It is in the form of leaf.
3. It is located in between the stomach and U shaped duodenum.
4. It secretes pancreatic juice.
5. It acts both as exocrine and endocrine gland.

Learning experiences depend upon how well the teacher organizes the learning activities. The more adequate and methodical the learning activities are, the richer will be the learning experiences.

A good teacher should be eclectic. He should have his own approach based on a synthesis of the insight he has acquired from his study of different approaches to the teaching of the subject. He is expected to make the students understand what all he teaches irrespective of the method or approach or technique he adopts.

After all, teaching is an act of generating learning and the skill on the part of teacher lies in establishing a proper correspondence among teaching points, specifications and learning activities.
The following consideration will be useful in the selection of experience.

1. Are they directly related to goals?
2. Are they meaningful and satisfying to the learner?
3. Are they appropriate to the maturity of the learner?

What occurs as a result of learning experience is termed as the learning outcome, while a stated desirable outcome before the students undergo a learning experience, is termed as specification. The type of interaction between a teacher and a learner is dependent on the choice of the method to deliver the content. A method must link up the teacher and his pupils into an organic relationship with constant mutual interaction.

Lively in temperament, laughing and joking, teacher plays deftly with ignorance in his students and seeks a pleasant way to bring light into their darkness. His judgment of their progress in class has far reaching consequences like a judge’s ruling or a doctor’s diagnosis. He plucks out the student from his floundering in the muck and mire of the marshes and put him on the firm metallic road to knowledge and shapes the future of his students. He invokes the talents dormant in the students by invigorating interest especially among the non-chalet and sluggish children.

Steps for better interaction

1. The development of good rapport is based on three qualities in the teacher’s interaction with students: The teacher cares for student progress, the teacher has consideration for students as learners and the teacher respects students as individuals.

2. Teacher has to provide to his students learning situations composed of a variety of learning activities, so that they may have direct as well as indirect learning experience which ultimately result in learning.

3. Learning experiences should be meaningful and they have to satisfy the psychological needs of the learner and it should be appropriate to the maturity level of the learner.
4. Multi-sensory experiences will be helpful in sustaining interest in an activity. E.g. A student who studies the digestive system of various animals will get a richer experience than one who studies the digestive system of only one animal.

5. The teacher has to provide the first hand experience for the improvement of interaction and to create interest among the taught.

6. The teacher has to provide learning by doing situations for attractive interaction and interest among the taught.

If the teacher trainees are provided plenty of learning activities during their training, they will be able to put them into practice in their class rooms. So that their students will have an adequate learning experience.

The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.

1.4 ACHIEVEMENT

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great deal of research work has been done to assess the relationship of academic achievement with intelligence, anxiety, stress and other variables.
In recent years, society’s interest and concern for academic achievement has increased. In an adolescent’s social system, academic achievement is gaining a prominent value, particularly in India.

Achievement, according to Agarwal (1980), is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test / examination scores etc.) and conceptualized as being the function of an individual’s competence.

Thus, academic achievement is the combination of ability and effort. Presumable ability being equal, that higher motivation, expertness and more effort will achieve higher grade. The need for achievement is a learned motive to compete and to strive for success. There are wide differences among individuals, their past experiences and in their motivation that is learned, which account for the need for achievement.

Academic achievement refers to ‘identifiable operations’ a student is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the students can and does perform at the beginning or at the end of the course. It is incorrect to consider high and low achievement, synonymous with over and under achievement. Under achievement is a fact, not simply an artifact of psychological and educational measurement. An under achiever is one who performs significantly less well in school / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under achievement is that high and low achievement are defined in terms of an absolute standard of performance while over or under achievement involve the discrepancy between predicted and actual achievement.

For a long time in the history of educational institutions, academic achievement was conceived to be the most exclusively a function of intelligence and academic
aptitude. As a result, a number of aptitude tests were developed. Since these two have not given perfect predictions, psychologists and educationalists have been required to modify their views. It is now perceived to be a much more complicated problem involving motivation factors as well as intelligence and academic skills.

Research shows that student motivation and attitudes towards school are closely linked to student – teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environment that foster student achievement depends on the kind of relationship they build with their students. Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide his student in aligning his personal goals with his academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions.

1.4.1 Factors affecting achievement

Some of the important factors that affect the academic achievement of the students at all levels are given below:

1. Home is the first school for every student and parents are the first teachers. If the home environment is good automatically student’s nature in the school is good. Hence, the relationship with the family members, their educational standards, atmosphere of the home, social status, etc., will definitely influence the students’ academic achievement.

2. After home, the student spends more time in the educational institution i.e. school / college. Hence, the environment of the institution should be good and attractive both academically and administratively. The teachers and the peer group will also play an important role in the achievement level. Parents should keep an eye on the friends of their children because with good friends he/she can gain better achievement levels.
3. Curriculum is also one of the factors for developing achievement. Curriculum should be constructed on the standards of the students.

4. Besides the above three, self efficacy, emotional intelligence and achievement motivation are very important factor in developing the level of achievement. If the student gets easily adjusted with the environment, he/she develops good achievement.

5. Intelligence also plays a pivotal role in developing achievement of the students. It is general observation that intelligent students stand in top positions in their achievement.

6. Community is also an important factor for developing good achievement. Community has to provide the community centers such as library facilities, resource centers, information centers etc. A good community provides necessary facilities for a good achievement.

1.4.2 Achievement at teacher education / teacher training level

The quality of a nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their education and the quality of education depends upon the quality of teachers and the quality of teachers upon the quality of teacher education and teacher training among many other factors.

Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils or 'hit and miss' process, for according a process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and taught. The link between national development and education is rooted in the concept of the educational process, essentially as 'Human Resource Development' accepted world wide, especially during the last few decades.
1.5 SELF-EFFICACY

The great Hanuman could not realize the power till others reminded about them. Lord Hanuman did not venture to leap across the sea to Lanka till many admirers pointed out that he was the child of the god of the winds. Correct self-appraisal and self-confidence hold the key to any planning in life. Life is not a gamble; if the best has eluded the second best should be tried. One has to remember the song "Hey, sirrah, sirrah whatever will be, will be."

Success is not possible in life without hard work and sustained effort nothing can ever be achieved without determination, application; honesty and a sense of realism. But realism should not be confused with cynicism or an inferiority complex. Life is not a bed of roses. But it is also not all thorns and snares. It is a challenge. One should not waste time in mere self-pity or morbid complaints about others. Parents are the right persons who guide their children. If they fail to do so then educational and vocational counselors are available to resolve the differences and guide in the right direction.

1.5.1 Self-efficacy beliefs and Bandura's social cognitive theory

According to Bandura's (1986) social cognitive theory, individuals possess a self system that enables them to exercise a measure of control over their thoughts, feelings, motivations and actions. This self system provides reference mechanism and a set of sub-functions for perceiving, regulating, and evaluating behaviour, which results from the interplay between the system and environmental sources of influence. As such, it serves a self-regulatory function by providing individuals with the capability to influence their own cognitive processes and actions thus alter their environment.

How people interpret the results of their own performance attainments informs and alters their environments and their self-beliefs which, in turn, inform and alter subsequent performances. This is the foundation of Bandura's conception of reciprocal determinism, the view that Personal factors in the form of cognition, affect and biological event Behaviour and Environmental influences create interaction that results in a triadic reciprocity.
In general he provided a view of human behaviour in which the beliefs that people have about themselves are key elements in the exercise of control and personal agency and in which individuals are viewed both as products and as producers of their own environments and of their social systems Bandura (1986) says,

- People evaluate their experiences and thought process through self-reflection.
- The belief the people hold about their capabilities powerfully influence the way in which they behave.
- People can't accomplish task beyond their capabilities simply by their belief.
- For competent functioning individual needs harmony between self-beliefs, proper skills and knowledge.
- Hence self-perception of capabilities and self-efficacy beliefs help to stand first and acquire success in life.

1.5.2 Self-efficacy component of social cognitive theory

The self-beliefs that individuals use to exercise a measure of control over their environments include self-efficacy beliefs—"beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations" (Bandura, 1997).

Because self-efficacy beliefs are concerned with individuals perceived capabilities to produce results and to attain designated types of performance, they differ from related conceptions of personal competence that form the core construct of other theories. To better understand the nature self-efficacy beliefs it may be useful to explain how they are acquired, how they influence motivational and self-regulatory process, and how they differ from similar or related conceptions of self-beliefs.

1.5.3 Sources of self-efficacy beliefs

a) Mastery experience Bandura emphasized that one's mastery experiences are the most influential source of self-efficacy information and has important implications for the self-enhancement model of the academic achievement, which contends that, to increase student's achievement in school, educational efforts should focus on altering students'
beliefs of their self-worth or competence. This usually accomplished through programs that emphasize enhancing self-beliefs through verbal persuasion.

b) **Vicarious experience** it is the effect produced by the actions of others. This source of information is weaker than the interpreted results of mastery experiences, but when people are uncertain about their own abilities or have limited prior experience, they become more sensitive to it. A significant model in one's life can help instill self-beliefs that will influence the course and direction that life will take. Part of one's vicarious experience also involves the social comparisons made with other individuals. These comparisons along with peer modeling can be powerful influences on developing self-perceptions of competence (Schunk, 1983).

c) **Verbal persuasions** individuals also create and develop self-efficacy beliefs as a result of the verbal persuasions they receive from others. Effective persuasions should not be confused with knee-jerk praise or empty inspirational homilies (Bandura, 1997).

This is consistent with Erikson's (1959, 1980) caution that a weak ego is not strengthened by being persistently bolstered and that “children cannot be fooled by empty praise and condescending encouragement”. Rather, “a strong ego, secured in its identity by a strong society, does not need, and in fact is immune to any attempt at artificial inflation”. Persuaders must cultivate people’s beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable. And, just as positive persuasions may work to encourage and empower, negative persuasions can work to defeat and weaken self-beliefs. In fact, it is usually easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragements (Bandura, 1986).

d) **Physiological states**—such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. Because individuals have the capability to alter their own thinking, and self-efficacy beliefs Bandura says,

- People live with psychic environment that are primarily of their own making.
- People read themselves and their reading comes to be a realization of the thought and emotional states that individuals have themselves created.
Often people gauge their confidence by the emotional state they experience as they contemplate an action.

When they experience aversive thought and fears about their capabilities it lowers perception of their abilities.

Ultimately he concludes that the process of selection, integration, interpretation, and recollection of information influence judgment of self-efficacy.

1.5.3 Efficacy - activated processes

Much research has been conducted on the four major psychological processes through which self-efficacy effect human functioning.

a) Cognitive processes

The effect of self-efficacy beliefs on cognitive processes takes a variety of forms. Much human behaviour, being purposive is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisals of capabilities. The stronger the perceived self-efficacy, the higher goal challenges people set for themselves and the firmer is their commitment to them.

Most courses of action are initially organized in thought, people's belief in their efficacy shapes the types of anticipatory scenario they construct and rehearse. Those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy visualize failure scenario and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt. A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives. Such skills require effective cognitive processing of information that contains many ambiguities and uncertainties. In learning predictive and regulative rules people must draw on their knowledge to constructs options, to weight and integrate predictive factors, to test and revise their judgments against the immediate and distal results of their actions, and to remember which factors they had tested and how well they had worked.
b) Motivational processes

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do; they anticipate likely outcomes of prospective actions. They set goals for themselves and plan course of action designated to realize valued futures.

The three cognitive motivators include casual attributions, outcome expectancies, and cognized goals. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failure to low ability. Motivation based on goals or Personal standards are governed by three types of self influences. They include self-satisfying and self-dissatisfying reactions to ones performance, perceived self-efficacy for goal attainment and readjustment of personal goals based on one's progress.

c) Affective processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fought with danger. They magnify the severity of possible threats and worry about things that rarely happened. Through such inefficacious thinking they distress them selves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behaviour as well as anxiety arousal. The stronger the senses of self-efficacy the bolder people are, in taking on taxing threatening activities.

A low sense of efficacy to exercise control produces depression as well as anxiety. It does so in several different ways. One route to depression is through unfulfilled aspiration. Much human depression is cognitively generated by dejecting
ruminative thought. A low sense of efficacy to exercise control over ruminative thought also contribute to the occurrence, duration and recurrence of depressive episodes.

d) **Selection processes**

People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling.

Career choice and development is but one example of the power of self-efficacy beliefs to affect the course of life paths through choice related process. The higher the level of peoples perceived self-efficacy the wider the range of career options they seriously consider, the greater their interest in them, and the better they prepare themselves educationally for the occupational pursuits they choose and the greater is their success.

Occupations structure a good part of people’s lives and provide them with a major source of personal growth.

1.6 **EMOTIONAL INTELLIGENCE**

Emotional intelligence is a relatively recent behavioural model, rising to prominence with Daniel Goleman’s (1995) book called ‘Emotional intelligence’. The early emotional intelligence theory was originally developed during the 1970’s and 1980’s by the work and writings of psychologists Howard Gardner (1983) (Harvard), Peter Salovey (Yale) and John Mayer (New Hampshire). Emotional intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management, customer relations, customer service and in general, day to day life.

When psychologists began to write and think about intelligence, they focused on cognitive aspects such as memory and problem solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. David
Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think relatively and to deal effectively with his environment".

The transition from junior college to Degree College is essentially marks at the end of the year as an adventurous journey. This transition itself is a difficult challenge in the realm of emotions. The students entering into graduation level is faced with an atmosphere where proper social integration is of utmost importance for success. As the students travels on this journey to the time of graduation and engage in the progression towards adulthood, being emotionally competent is not only important, it is a necessary ingredient for a successful college life. Goleman (1995) again cites Hamburg as starting that students who have emotional competence can better deal with the pressures of peer politics, the higher demands required for academic and the temptations of alcohol, drugs and sex. Within the scope of this research, emotional intelligence is but one component that should be valued during adolescence.

Emotional intelligence refers to the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in our selves and in our relationships (Denial Goleman, 1999).

Emotional intelligence is relatively new and there is still confusion about its exact definition. Like the definitions of the traditional intelligence _IQ, it several definitions (Viz.bar-on, 1997; Goleman,1995; Hayer & Salvovey, 1997; Salvovey & Mayer, 1990). It was Salovey and Mayer who first gave this formal concept of emotional intelligence in 1990. in their model of emotional intelligence the foundation was laid down by gardener's (1983) concept of intrapersonal intelligence and inter personal intelligence as well as Sternberg's (1988) triarchaic theory of intelligence. Besides, the roots of emotional intelligence are available in social intelligence (Thorndike, 1920) and even in the definition of intelligence given by Wechsler (1958) who defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment". He pointed out that ability to be adaptive to different situations and coping with life situations successfully also includes in this definition.
As conceptualized by Salovey and Mayer (1990) emotional intelligence consisted of three different categories of adaptive abilities, they are:

1. It is appraisal and expression in the self as well as others. In the self there are verbal and non-verbal components. In the others there are non-verbal perception and empathy.

2. There is a regulation of emotions in the self and others.

3. It is utilization of emotion that includes flexible planning, creative thinking, and redirected attention motivation.

Goleman (1995) comprise this model with a lot of personality characteristic, which he believed could contribute positively to success in any domain of life.

Mayer and Salovey (1997) revised their own original model stressing the cognitive components of emotional intelligence, because they felt the former one omitted thinking about feelings.

"Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". (Mayer and Salovey, 1997)

Emotional intelligence contributes a lot in understanding mental abilities, which has been neglected for quite a long time. In the original model they viewed that emotional intelligence might or might not be related to other types of intelligence, like cognitive ability.

In 1997, Mayer and Salovey predicted that emotional intelligence was related to other types of intelligence and they proved it in 1999 based on 1997 model using a scale developed by Mayer, Caruso and Salovey. But Mayer and Salovey model is contradicting with bar-on (1997) model where he claimed that emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to control in coping with environmental demands and pressures".
1.6.1 Concept of emotional intelligence

Emotional intelligence, like other traits such as general intelligence, extraversion, and openness, can be viewed as one of the many parts of personality psychologists have developed a variety of methods for assessing individual parts of personality. General speaking, a particular method is often developed because of its strengths for measuring a specific class of personality parts; that some method may be less good at measuring other parts of personality.

Psychologists tend to employ a particular kind of test when measuring intelligence. The test approach goes by several different names ability testing, performance testing, or criterion report tests. Regardless of which name is used, tests of that sort employ items that ask a person to solve a problem, and then evaluate the given response according to its correctness in relation to a criterion. For example on an intelligence test, a test item might ask what is 70 plus 70. The answer is evaluated according to correct criterion an answer of 140.

Generally speaking, emotional intelligence improves on individuals' social effectiveness. The high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. The high EI person is drawn to occupations involving social interactions such as teaching and counseling more so than to occupations involving clerical or administrative tasks.

The high EI individual, relative to others, is less adopt to engage in problems behaviours, and avoids self destructive, negative behaviour such as smoking, Exercise drinking, drug abuse, or violent episodes with others. The EI person is more likely; to have possessions sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management. Such individuals may also be more adept at describing motivational goals, aims and missions.
1.6.2 Domains of emotional intelligence:

This is essential premise of E.Q: to be successful requires the effective awareness, control and management of one’s own emotions, and those of other people. EQ embraces two aspects of intelligence.

1. Understanding yourself, your goals, intentions responses, behaviour and skill

2. Understanding others and their feeling Goleman identified the five ‘domains’ of EQ as:
   - Knowing your emotions
   - Managing your own emotions
   - Motivating yourself
   - Recognizing and understanding other people’s emotions
   - Managing relationships, i.e.: managing the emotions of others.

A) Self awareness:

The awareness of one’s feeling and the ability to recognize and the ability to recognize and manage these feelings in a way which one feels that one can control. This factor includes a degree of self belief in one’s ability to manage one’s emotions and to control their in a work environment.

B) Emotional resilience:

The ability to perform consistently in a range of situations under pressure and to adapt the behaviour appropriately, the ability to balance the needs of the situation and task with the needs and concerns of the individual involved. The ability to retain focus on a course of action or need for results in the face of personal challenge or critics.

C) Motivation:

The drive and energy to active clear results and make on impact and also, to balance short and long term goals with on ability to pursue demanding goals in the face of rejection or questioning.
D) **Interpersonal sensitivity:**

The ability to be aware of and take account of the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. The ability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep open one’s thought on possible solutions to problems and to actively listen to and reflect on, the reactions and inputs from others.

E) **Influence:**

The ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.

F) **Intuitiveness:**

The ability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and ‘emotional’ or intuitive perceptions of key issues and implications.

G) **Conscientiousness:**

The ability to display clear commitment to action in the face of challenge and to match ‘word and deeds’ in encouraging others to support the choose direction. The personal commitment to pursuing an ethical solution to a difficult issue or problem.

1.6.3 **Emotions and types of emotions**

Emotion is present at birth, but emotional development is due to maturation and learning. The Emotional reaction doesn’t appear early in life and there is no proof that it is not innate. It may develop later with the maturing of the brain or the endocrine system. Learning and maturation are also closely interwoven in the development of emotion that at times it is difficult to determine their relative effects.

In the most literal dictionary sense, emotion is defined as any agitation or disturbance of mind passion: any vehement or excited mental life”. Emotion refers to a
feeling with its distinctive thoughts, psychological and biological states, and ranges of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations and nuances; there are more subtleties in emotions than these are words to express them. For example, some of the main emotions with their blends are as follows:

- **Anger**: Fury, outrage, resent wrath, indignation, vexation, acrimony, animosity, annoyance, hostility and at the entrance; pathological hatred and violence.
- **Sadness**: Grief, sorrow, cheerlessness, glooms, melancholy, self pity, loneliness, despair and pathology severe depression.
- **Fear**: Anxiety, apprehension, nervousness, concern; Missing, weariness, qualm, dreams, fright, as a psychopathology phobia and panic.
- **Enjoyment**: Happiness, joy, relief, contentment, bliss, delight, amusement, thrill; gratification ecstasy and at the extreme, mania.
- **Love**: Acceptance, Friendliness, trust, kindness, affinity, devotion, adoration and infatuation.
- **Surprise**: Shock, astonishment, amazement and won.
- **Disgust**: Contempt, disdain, scorn, abhorrence, aversion, distaste and revision.
- **Shame**: Guilt, embarrassment, chagrin, remorse, humiliation regret and mortification.

To be sure, this list doesn't resolve all the questions regarding how emotions can be categorized for example, what about blends which include jealousy, a various of anger, with sadness and fear? Or what of virtues, such hope and faith, courage and forgiveness, certainly and equanimity? Or, some of the more classic vices and feelings such as doubt, complacency and boredom? There are no clear answers and the scientific defeat on how to classify emotions continues.

1.6.4 Emotional quotient:

Emotional Quotient (EQ) is used interchangeably with "Emotional Intelligence" in simple terms this can be defined as knowing that feels good, what feels bad and how to
get from bad to good. A more formal academic definition refresh to emotional awareness and emotional management skills which provides the ability to balance between emotion and reason so as to maximize long term happiness. Emotional intelligence includes components like self awareness, ability to manage moods, motivation, empathy and social skills such as cooperation and leadership. It is believed that learning difficulties as well as various problems of adjustment at the work place have their origin in poorly developed emotional awareness in early childhood. Emotions enable human beings to respond appropriately to a variety of environmental situation.

The relationship between emotions and rational intelligence is a complex one. Instead of accepting the historic dichotomy between reason and feelings, between academic basics and emotional responses can be regulated and used appropriately, it is when such awareness is lacking that emotional reactions override rational thought.

To understand Emotional Intelligence, take a look at the simple statements given below.

- The new manager (Principal) is too sensitive he takes everything too personally.
- Management is way out of touch with employee's emotions.
- The new students are way out of touch with other student's emotions.
- She is jealous of her colleagues.
- The teacher always in a hostile mood.
- He does not understand the feeling of others.
- The supervisor blurts things out without thinking of others.

These statements refer to various blends of emotions as reflected through personality characteristics. These are fundamental to moods, nature and lifestyle and to the personality. For example, interpersonal intelligence is the ability to understand there people. What motives them, how they work successful sales persons, politicians, bureaucrats, professionals and religions leaders are all likely to have high levels of emotional intelligence on the other hand; persons with low EQ are judged to be misfits in a social self-up. Emotional intelligence is a type of social intelligence that involves the
ability to monitor your own and others' emotion to discriminate between these emotions, and use information effectively to guide your thinking and actions.

The proponent of E.Q argue that it is never too late to make changes in your life or helps others do the same or create a culture which is more caring, giving, supportive and enriching.

1.6.5 Enhancing emotional intelligence:

You can increase your IQ by immersing yourself in books. To improve your EQ you will need the help of other people like psychologist, counselors, Educational psychologist, psychiatrist and social worker. Sometimes people that you dislike intensely will be your greatest helper's individual counseling and group therapy can be places to explore stock emotions.

- EQ in reading and memorize understand and cognitive development, pupil service and management stimulus motivation cases change, reduces stress improves communication and enhances decision making.

- EQ positively impacts your ability to sustain both your mental and physical health.

- EQ empowers your romantic relationship enabling you to attract others and love deeply.

- EQ permits you to raise unbidden high EQ and create loving families.

- Because of high EQ you can identify express your feelings

- EQ allows you to address your fears using reason, rather than avoiding them or allowing them to paralyze you

- Because of high EQ you can emphasize with other feelings, acknowledge them, and seek to help soothe them.

- Today emotional problems are on the rise all over the world. Moreover, you cannot make good decision with ought being ware of your own feeling and emotions. Emotions are the common bond, which can be a potential unit at all
places. It is heartening to note that student; parents, teachers, managers and professionals can raise the level of emotions intelligence.

1.6.6 Significance of emotional intelligence to everyday life:

This section will focus on how emotional intelligence has been applied in various settings. First, research on the gender differences in emotional intelligence will be outlined in on effort to examine if the application of emotional intelligence to; different settings varies as a function of gender. Second, the application of emotional intelligence to everyday living will is explored. Finally the applicability of E.I to the work place will be discussing on the economic value of higher emotional intelligence in the work place, the success rate of those high in E.I relative to others and various avenues for training of E.I competencies.

Competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. Daniel Goleman (1998) asserts that no gender differences in Emotional Intelligence Exist, admitting that while men and women may have different profiles of strength and weakness in different areas of Emotional Intelligence. Their overall levels of EI are equivalent. However, studies by Mayer and Geter (1996). Mayer, Caruso.and Salovey (1999); and more recently Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence then men, both in professional and personal settings.

Several studies have found that emotional intelligence can have a significant impact on various elements of everyday living Palmer, Donald and Stough (2002) found that higher emotional intelligence was a predictor of life satisfaction. Additionally, Pellitteri (2002) reported that people higher in emotional intelligence were also more likely to use on adaptive defense style and thus exhibited healthier psychological adaptation performance measures of emotional intelligence have illustrated that higher levels of EI are associated with an interactions with friends and family; and owing objects that are reminders of their loved ones.

A strong interest in the professional applications of emotional intelligence is apparent in the way. Organizations have embraced EI Ideas. The American Society for
training and Development, for example, has published a volume describing guidelines for helping people in organization cultivate emotional intelligence competencies which distinguish outstanding performs from average ones (cheeriness and Adler 200).

Cherniss and Goleman (1998) estimated that by not following training guidelines. Established to increase emotional intelligence in workplace, industry in the United States is losing between $5.6 and $16.8 billion a year. They found that the impact of training employees in emotional and social competencies with programs which followed their guidelines was higher than for other programs, and by not implementing these programs companies were receiving less of an impact and consequently losing money.

1.7 ACHIEVEMENT MOTIVATION

Can be said as striving to increase one's own capability in all activities in which a standard of excellence is through to apply and where the execution of such activities can therefore either succeed or failed.

Achievement oriented people are, by and large, those, with a high drive and activity level, constantly struggling to achieve some thing which could call it as their own accomplishment. They like to be different from others and strive to accomplish apparently difficult things, wanting to take challenges. They select the things which are confident of achieving with their own efforts and can therefore enjoy a sense of accomplishing. They work hard, keeping their goals constantly in mind and their activities are being penalty directed towards the achievement of these goals.

Achievement motivation is relatively a new concept in the world motivation. It is essentially a type of motivation that is personal in nature.

The basis of achievement motivation is a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said work under the spirit of achievement motivation. Therefore in order understand the meaning of the term achievement motive it is essential to know in detail the nature and meaning of achievement motive.
Motives, as we know, can be classified into various types. When one is concerned with making and retaining friendship with opposite sex, we say he has sex motive. When a student desires to become monitor of his class or captain of the football team, he is said to possess power motive and his desire to seek the reward and approval of his teachers or parents is termed as approval motive. Similarly, the desire to improve his performance at school or to get a good grade or to become an engineer and so on is known as achievement motive.

In order to understand the term achievement motive more precisely let us have a look at the following definitions:

1. Atkinson and Feather: "the achievement motive is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment".

2. Irving Sanoff: "achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive".

3. Mc. David and Hasari: "a system of good direction in human activity that is closely related to competence. Aggressiveness and dominance described by psychologists as achievement motivation".

4. Mc. Clelland and Atkinson: achievement motivation may be associated with a variety of goals, but in general the attainment of some standard of excellence. "Competition with others in which they are beaten may be included in it".

Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuit of excellence.

Thus achievement motive comes into picture when an individual knows that this performance will be evaluated that the consequence of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment.
Hence achievement motive may be considered as a disposition to approach success or a capacity for taking pride accomplishment when success at one or another activity is achieved.

The characteristics of the persons who have high achievement motivation are.

1. The level of aspiration is such people is found to be higher. But they raise it step by step and always set in it the intermediate zone where there is moderate risk.

2. They show greater persistence in work at an achievement-related task.

3. They are found to derive more pleasure from success than the people who are weak in achievement motive.

4. They show more efficiency or a higher level of accomplishment.

5. There is strong desire to excel and beat others or to perform the best and shine in material terms, among such persons.

6. They are found to possess more anxiety about getting success in comparison to the people who are weak in achievement motive.

Scholastic achievement continues to be one of the most important values held on esteem in all cultures, countries, and times. Hence the research related to the area of academic achievement is an ever growing concern of the research educationalists and administrators. Mc Clelland, (1949) study was pioneering in the field of motivation as learned need to compete and strive for success in academic subjects.

Success and accomplishment are major values of many societies maturation to achieve such goals varies greatly from society to society and from individual to individual within given society (Mc Clelland 1953) introduced a method of measuring this motive and hence a means of exploring of the reasons for the wide variations that expect across societies and across variations and across individuals within the society.

1.8 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

The achievement and its arising problems may lead the student to an efficient / inefficient model in the society. They can change the total behaviour of the student. A
majority of the achievement problems arises from poor standards, level of anxiety, self efficacy, emotional intelligence, achievement motivation and low intelligence levels. Students spend a sizeable portion of their time in the educational institutions, which influence their total personality, especially in the adolescent stage which is a big problem. So understanding the causes for the problems of adolescent students is needed to help them to solve their different problems aroused through the level of achievement.

If the educational endeavors' are to succeed in deriving optimal benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescent students, who have anxiety and poor intelligence levels, cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of the course gets spoiled. Thus, they become a problem not only to themselves but to the home, school and community also.

So understanding the problems of low achievement among the students is needed to help them to solve their problems. It is under this background an attempt has been made to study the level of achievement of D.Ed. students in relation to their self efficacy, emotional intelligence, achievement motivation.

If we observe in the traditional Indian system of education, the teacher and the taught devoted their time exclusively for the study. They lived together and the process of education was a continuous one carried through discourse, discussion and dissemination. We know that there is an exploration of knowledge and it is not possible to teach everyone of everything. It is also not possible to spoon-feed pupils and even if spoon-feeding is possible it does not result in good education.

As the societies come under the impact of science and technology, there are many means and many sources for achievement problems. At school level, the teachers and at the home level, the parents should be aware of the various areas of achievement problems and their impact on academic development and the total personality of the students. It is not only the responsibility of the teachers to identify the different areas of the problems of the achievement among the students but he should also take the responsibility in
reducing them. It is also the responsibility of the students to utilize them properly by adopting efficient procedures.

Therefore, the main thrust of this investigation is to compare achievement levels of the D.Ed. students studying in different colleges. The influence or impact of self efficacy, emotional intelligence, achievement motivation of the students was elucidated.

1.9 RESUME OF SUCCEEDING CHAPTERS

The study culminated in the presentation of a consolidated research report consisting of six chapters. They are:

Chapter – I deals with highlighting the concepts of the title with its significance, reason for selecting the present problem.

Chapter – II deals with an analytical presentation of research work conducted so far in the area, in which the investigator is interested to investigate further.

Chapter – III deals with present study, which includes: Statement of the problem, Need for the present study, Operational Definitions of various terms, Objectives of Study, Hypotheses to be tested and Variables included.

Chapter – IV deals with tools employed, methods of collecting data, and statistical techniques employed in the analysis of data.

Chapter – V deals with analysis of data, and a detailed discussion of results of the present study.

Chapter – VI deals with summary of investigation, major findings, conclusions, Educational implications, recommendations and suggestions for further research.

Bibliography and Appendices are given at the end of the thesis.